



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : IS 289 HUDSON RIVER MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M289

PRINCIPAL: ELLEN FOOTE **EMAIL:** EFOOTE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ellen Foote	*Principal or Designee	
Stephen Husiak	*UFT Chapter Leader or Designee	
Tita Omeze	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Haviland Morris	Member/ Parent	
Anastasia Aukema	Member/ Parent	
Krystina Marable	Member/ Parent	
Jaclyn Maricle	Member/ Teacher	
Christina DiZebba	Member/ Teacher	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

•
By June 2012, 70% of all students will demonstrate progress toward achieving mastery in the following work-habit student outcomes (criteria)

- **Sets reading goals and uses strategies to meet them.**
- **Initiates and completes work in a timely manner**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

IS288 achieved an overall grade of “B” on the 2010-2011 NYC School Progress Report. Our student progress grade was also a “B”. We are targeting our student progress grade.

Only 58.3% of our Special Education population and 26.1% of our ELL population were in the 75th growth percentile for ELA. Similarly only 31.8% of our ELL population and 47.1% of our lowest citywide third population were in the 75th growth percentile for ELA. We are confident that the content instruction that these populations are receiving is outstanding. The challenge for these children is the routines of their work and learning habits.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e)

We have implemented a comprehensive academic coaching program for all students.

- a) **Small group classes have been created in each grade. Teachers and administrators are programmed to coach no more than 15 students. The class is run such that each coach will meet one-on-one with each student for at least 15 minutes every two weeks. During that time, the coach and student will develop or check progress of agreed upon academic goals.**
- b) **The entire teaching faculty all administrators are participating.**
- c) **Teachers developed the student work-habit criteria and have embedded the evaluation of each student’s progress into academic assessments**
- d) **Coaching began in early October and will continue throughout the school year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

NA

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All faculty will engage in Professional Development with Peg Hoey of Kunskapsskolan, IS 289's iZone 360 design partner, in September to train in personalized coaching. Faculty will work in collaborative grade teams every week for 4 weeks to develop structures to support coaching, including expectations for autonomous work, weekly reflections on progress with goals. After this initial design work, faculty will meet once per month in grade teams to reflect and refine process.

Peg Hoey of Kunskapsskolan will facilitate PD in January and again in April-May to reflect on and refine coaching structures.

IS 289 teachers will collaborate with teachers from at least one other network iZone 360 school, West Side Collaborative, in reflecting on process and revising structures. The collaboration will take the form of documenting coaching sessions for analysis and at least two intervisitations.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The iZone 360 program is the primary program supporting this personalized coaching initiative.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Resources for this goal are through iZone 360: design partner Kunskapsskolan and per session allocation for all teachers.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in reading and analyzing informational texts and writing opinions and arguments in response.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

School-wide 19% of students below grade level on 2011 NYSTP ELA Exam .

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **On each grade level, teachers of literacy, social studies and/or science will develop a Common Core-aligned unit of study that incorporates expectations that students conduct research and use supporting evidence. Pre-assessments as well as data from the 2011 NYS ELA exam will be used to identify students with greater need of support.**
- b) **All 6th, 7th, and 8th grade literacy, social studies, science, and special education teachers will engage in the development of units and assessments. Consultant staff developer in curriculum design, Jessica Raba of Authentic Education, will consult with 9 of the 11 teachers engaged in this work twice a month. Mary Ehrenworth of Teachers College Reading and Writing Project will consult with all 11 teachers at least 10 times during the school year. Teachers will also attend workshops at TCRWP, each teacher attending at least two, on curriculum design focused on the Common Core standards for informational reading and writing. Two teachers will participate in monthly workshops coordinated by CFN 101 which have, as part of the agenda, a focus on informational reading and writing. These two teachers will facilitate twice monthly one-hour afternoon professional development workshops on looking at student work around CC standards, at least half of which will address informational reading and writing.**
- c) **As part of the professional development described in b) above, teachers will develop rubric aligned with CC expectations which they will use to assess student performance.**
- d) **In spring 2011 teachers engaged in PD to become familiar with CCSS. In June 2011 eight teachers began curriculum design work with Authentic Education. In July two SS teachers worked with Mary Ehrenworth to design informational reading units, including pre- and post-assessments, to use as prototypes for this design work. In August two teachers attended 4-day network PD focused on looking at student work within informational reading and writing units. Curriculum design supported by consultants and within collaborative grade and department teams will continue through the school year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
NA

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

On each grade level, teachers of literacy, social studies and/or science will develop a Common Core-aligned unit of study that incorporates expectations that students conduct research and use supporting evidence. Pre-assessments as well as data from the 2011 NYS ELA exam will be used to identify students with greater need of support.

All 6th, 7th, and 8th grade literacy, social studies, science, and special education teachers will engage in the development of units and assessments. Consultant staff developer in curriculum design, Jessica Raba of Authentic Education, will consult with 9 of the 11 teachers engaged in this work twice a month. Mary Ehrenworth of Teachers College Reading and Writing Project will consult with all 11 teachers at least 10 times during the school year. Teachers will also attend workshops at TCRWP, each teacher attending at least two, on curriculum design focused on the Common Core standards for informational reading and writing.

Two teachers will participate in monthly workshops coordinated by CFN 101 which have, as part of the agenda, a focus on informational reading

and writing.

These two teachers will facilitate twice monthly one-hour afternoon professional development workshops on looking at student work around CC standards, at least half of which will address informational reading and writing.

As part of the professional development described in b) above, teachers will develop rubric aligned with CC expectations which they will use to assess student performance.

In spring 2011 teachers engaged in PD to become familiar with CCSS. In June 2011 eight teachers began curriculum design work with Authentic Education. In July two SS teachers worked with Mary Ehrenworth to design informational reading units, including pre- and post-assessments, to use as prototypes for this design work. In August two teachers attended 4-day network PD focused on looking at student work within informational reading and writing units. Curriculum design supported by consultants and within collaborative grade and department teams will continue through the school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

iZone 360, network-based, and school-based programs are coordinated to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Resources to achieve this goal: through iZone 360 Authentic Education and TCRWP consultant contracts; FY'12 PS approx \$5,000; FY '12 per diem approx \$5,000.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in their ability to model with mathematics and construct and explore the reasoning behind arguments to arrive at a viable solution.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Four percent of students school-wide scored below grade level on the 2011 NYSTP Mathematics Exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **On each grade level, teachers of mathematics will develop Common Core-aligned units of study that incorporate expectations that students demonstrate their ability to model with mathematics and construct and explore the reasoning behind arguments to arrive at a viable solution. Pre-assessments for each unit as well as data from the 2011 NYS Mathematics exam will be used to identify students with greater need of support.**
 - b) **All 6th, 7th, and 8th grade mathematics teachers and special education co-teachers for 6th and 7th grade ICT classes will engage in the development of units and assessments. Consultant staff developer in curriculum design, Jessica Raba of Authentic Education, will consult with 3 of 5 teachers engaged in this work twice a month. Courtney Allison, CFN 101 Instructional Coach, will consult on site with all 4 teachers weekly for an 8-week cycle in December-February.**

One of the math teachers will participate in monthly workshops coordinated by the CFN 101 instructional team with a focus on Common Core practices in mathematics. This same teacher will co-facilitate twice monthly professional development workshops on looking at student work around CC practices.
 - c) **As part of the professional development described in b) above, teachers will develop rubric aligned with CC expectations which they will use to assess student performance.**
 - d) **In spring 2011 teachers engaged in PD to become familiar with CCSS. In June 2011 three teachers of mathematics began curriculum design work with Authentic Education. In August two teachers attended 4-day network PD focused on looking at student work around practices in mathematics Curriculum design supported by consultants and within collaborative grade and department teams will continue through the school year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

NA

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

On each grade level, teachers of mathematics will develop Common Core-aligned units of study that incorporate expectations that students demonstrate their ability to model with mathematics and construct and explore the reasoning behind arguments to arrive at a viable solution. Pre-assessments for each unit as well as data from the 2011 NYS Mathematics eam will be used to identify students with greater need of support.

All 6th, 7th, and 8th grade mathematics teachers and special education co-teachers for 6th and 7th grade ICT classes will engage in the development of units and assessments. Consultant staff developer in curriculum design, Jessica Raba of Authentic Education, will consult with 3 of 5 teachers engaged in this work twice a month. Courtney Allison, CFN 101 Instructional Coach, will consult on site with all 4 teachers weekly for an 8-week cycle in December-February.

One of the math teachers will participate in monthly workshops coordinated by the CFN 101 instructional team with a focus on Common Core practices in mathematics. This same teacher will co-facilitate twice monthly professional development workshops on looking at student work around CC practices.

As part of the professional development described in b) above, teachers will develop rubric aligned with CC expectations which they will use to assess student performance.

In spring 2011 teachers engaged in PD to become familiar with CCSS. In June 2011 three teachers of mathematics began curriculum design work with Authentic Education. In August two teachers attended 4-day network PD focused on looking at student work around practices in mathematics curriculum design supported by consultants and within collaborative grade and department teams will continue through the school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

iZone 360, network-based, and school-based programs are coordinated to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Resources to achieve this goal: through iZone 360 Authentic Education contract; FY'12 PS approx \$2,000; FY '12 per diem approx \$2,000.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	26	23			8			
7	22	14			7			
8	26	14			5			
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	One-to-one and small group guided instruction in reading comprehension and interpretation in both fiction and non-fiction texts. Service is provided after school.
Mathematics	One-to-one and small group guided instruction aligned with grade curriculum sequence. Service is provided after school.
Science	NA
Social Studies	NA
At-risk Services provided by the Guidance Counselor	One-to-one and small group counseling sessions. Service is provided during the school day.
At-risk Services provided by the School Psychologist	NA
At-risk Services provided by the Social Worker	NA
At-risk Health-related Services	NA

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Marina Cofield	District 02	Borough Manhattan	School Number 289
School Name Hudson River Middle School (I.S. 289)			

B. Language Allocation Policy Team Composition [?](#)

Principal Ellen Foote	Assistant Principal Zeynep Ozkan
Coach	Coach
ESL Teacher Rachel Geller	Guidance Counselor Emily Kustal
Teacher/Subject Area Kerri Loper/ Special Education	Parent Jessica Ciosek
Teacher/Subject Area	Parent Coordinator Sandra Leung
Related Service Provider Elana Feinerman	Other
Network Leader Marina Cofield	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	293	Total Number of ELLs	7	ELLs as share of total student population (%)	2.39%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Part II: ELL Identification Process

Any student not previously enrolled in the DOE who registers at IS 289 is given the home language survey (HLIS) and/or oral interview by Zeynep Ozkan, assistant principal, or Emily Kustal, guidance counselor, or Rachel Geller, ESL teacher. If necessary, Rachel Geller administers the LAB-R or Spanish LAB within 10 days of a student's arrival at school.

Each family whose child is identified as an English Language Learner meets with an administrator/designee and a translator, if necessary, within 10 days of identification. The administrator/ designees are: Ellen Foote, Principal; Zeynep Ozkan, Assistant Principal. The translators are Sandra Leung for Chinese and Rachel Geller for Spanish. After the LAB-R is scored, the school sends the family an Entitlement or Non Entitlement Letter in the preferred language.

The Principal or designee assists the family in exploring schools for each option. IS 289 has only a Freestanding ESL program since there is an insufficient number of students to implement a Transitional Bilingual Education program. We inform the families that in the New York City Department of Education there are three program options for ELLs: Transitional Bilingual Education (TBE), Dual Language, and freestanding English as a Second Language (ESL). In TBE and freestanding ESL programs, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). ELLs in Dual Language programs can be instructed in both languages from kindergarten through 12th grade. ELLs do not need to exit the program once they reach proficiency. Families may view a video explaining the program choices as well if the family chooses.

The administrator or designee provides the family with the Parent Survey and Program Selection Form in the preferred language, and requests that the family return the forms to the parent coordinator. If the family request a TBE or Dual Language program, the principal or designee contacts the ELL Specialist in the Network to support the school in identifying schools with the option desired.

Our data over 13 years indicates that parents prefer a Freestanding ESL program. Only once has a family opted to transfer to a Transitional Bilingual Education program in another school.

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
Page 20

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2	0	1	1	0	0	4	0	4	7
Total	2	0	1	1	0	0	4	0	4	7

Number of ELLs in a TBE program who are in alternate placement: 1

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The language of instruction in the ESL classroom is English and it is generally either Push-In or Pull-Out services. Classes are typically blocked, but not always, and are composed of heterogenous groups. The program uses a whole language thematic approach and teaches learning strategies and vocabulary which support ELLs in their general education classes. All four language acquisition skills—reading, writing, listening and speaking—are facilitated. ELLs read and write for authentic purposes, individually and in partnerships. The Balanced Literacy Model is incorporated in to the ESL program. Instructional strategies include read alouds, shared readings, guided reading, literature responses (oral and in writing), and written journals. Not only does the librarian assist in selecting appropriate books for students in English and their primary language, but classes also have libraries with leveled books. Students read a variety of genres, both fiction and non-fiction. Special emphasis is placed on supporting the literacy work—reading, writing, and speaking—of the students’ classes. Instructional materials include DVDs, CDs, magazines, and games. This school has not had any SIFE students in the last 3 years and thus has not created a current separate instructional plan for these students. All of the long term ELLs are students in the self-contained special education classroom and therefore also receive an instructional program suited for their specific literacy learning need. Teachers work with students to compile word lists and to develop content area vocabulary. ELLs who need additional support may receive other services, including summer school instruction, counseling, peer tutoring, and other extended day academic services.

Courses Taught in Languages Other than English ⓘ

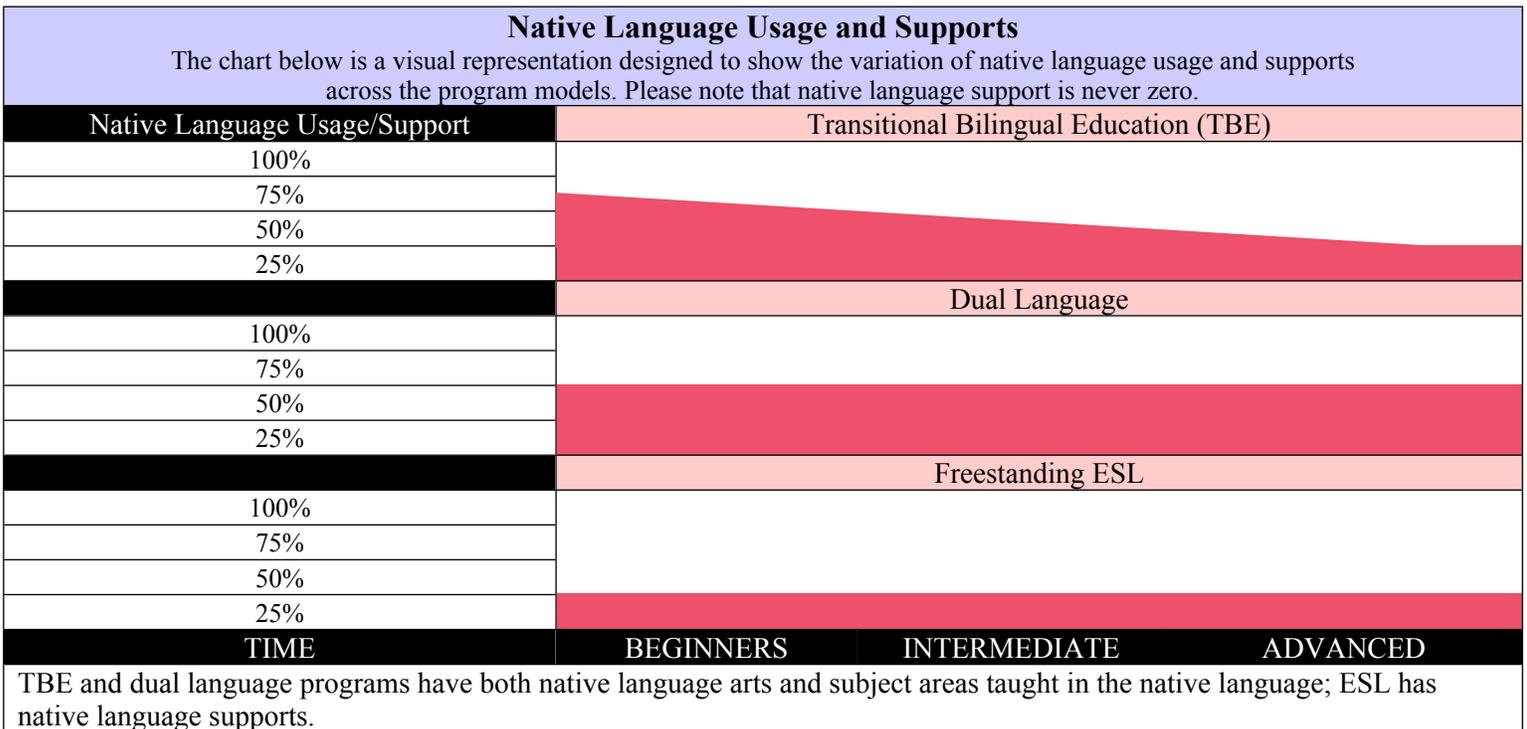
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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

- All content teachers receive training in the inclusion of strategies to support ELLs in accessing content, including visual supports. For students who score level 1 or 2 in math, ELA, science, and social studies, we provide extended day targeted interventions.
- All ELLs who have reached proficiency are enrolled in extended day "talk" and "pragmatics" classes.
- We are planning to expand the extended day classes referenced in (9) above. In addition, students with IEPs formerly X-coded are this year receiving full ESL support.
- There is no plan to discontinue and programs/services for ELLs.
- Classes are heterogeneously grouped; there is no programming that would exclude ELLs. To the extent possible and appropriate, ESL support is provided as a push-in service.
- Instructional materials include differentiated written texts, visual supports, audio books, and laptops with auto-correct programs for grammar and spelling. In addition, all students have accounts with Rosetta Stone to support English-language or other language acquisition.
- There is no programmatic native language support for students. Any support is incidental, since we have Chinese- and Spanish-speaking personnel in the school.
- Required services support, and resources correspond to ELLs' ages and grade levels.
- All school information, including handbooks, supplies lists, etc., is translated and made available to newly enrolled ELL students at the beginning of the school year. There are no summer programs for new ELLs.
- All ELLs are offered classes in Spanish language, the only foreign language taught in the school.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

The Literacy coach, Mary Erenworth, works with ELA teachers regularly on differentiation and conducts professional development for the whole staff throughout the year to align reading and writing within the content areas. The network ESL coach, Fay Pallen, will also provide professional development, in cooperation with our ESL teacher, Rachel Geller. Additionally, in the spring of 2009, Emily Kustal

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.

The Literacy coach, Mary Erenworth, works with ELA teachers regularly on differentiation and conducts professional development for the whole staff throughout the year to align reading and writing within the content areas. The network ESL coach, Fay Pallen, will also provide professional development, in cooperation with our ESL teacher, Rachel Geller. Additionally, in the spring of 2009, Emily Kustal attended an APEX workshop for ELL instruction; she uses some of these strategies as she assists students with their transitions to middle school and as they plan for high school.

E. Parental Involvement

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

IS 289's parent coordinator Sandra Leung is in frequent communication with families of ELLs, ensuring that an appropriate translator is made available for all meetings and events. Parents of ELLs are diverse in their needs; many are unable to participate in school day and evening events due to their own work commitments. Therefore, much of their involvement relies on outreach from the parent coordinator and the ELL's teachers. Other families participate in language groups so that they can network with one another and so that there is at least one translator present of their language group.

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)							1		1					2
Intermediate(I)								2	1					3
Advanced (A)							2							2
Total	0	0	0	0	0	0	3	2	2	0	0	0	0	7

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

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

Native Language Tests

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

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Hudson River Middle School

School DBN: 02M289

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ellen Foote	Principal		11/1/11
Zeynep Ozkan	Assistant Principal		11/1/11
Sandra Leung	Parent Coordinator		11/1/11
Rachel Geller	ESL Teacher		11/1/11
Jessica Ciosek	Parent		11/2/11
Kerri Loper	Teacher/Subject Area		11/1/11
Elana Feinerman	Teacher/Subject Area		11/1/11
	Coach		
	Coach		
Emily Kustal	Guidance Counselor		11/1/11
Marina Cofield	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M289 **School Name:** Hudson River Middle School

Cluster: 101 **Network:** Marina Cofield

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

Part A: Needs Assessment Findings

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

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

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

Last year, we found that over 85% of IS 289 families are fluent in English. Our major findings this year are that there are over 15 languages spoken in the homes of our students, but almost two thirds speak English. Over one quarter of the families (27%) speak a Chinese language such as Cantonese, Mandarin or another dialect. Less than 10% of our families speak Spanish.

Part B: Strategies and Activities

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

The school provides written translation into Spanish and Chinese of all official letters, handbooks, notices, curriculum information, calendars, report cards simultaneously with the original English text. Written translation is provided, in general, through the DOE translation services. In some cases translation is done by one of two Chinese-speaking/literate staff members. During our typical translation services, we try to identify families who do not speak English and are not literate in their native language. For these families, we try to actively arrange for meetings or phone appointments to translate important information.

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

Oral interpretation into Chinese or Spanish is provided at all parent events, guidance meetings, and parent-teacher conferences. Translation is provided by the parent coordinator or by an outside contractor. All calls home or unscheduled parent conferences utilize the over-the-phone translation services from the DOE. Almost 98% of families attend parent conferences and those who do not speak English are provided translation services either through an in person translator or through an over the phone translator. Oral translation and interpretation services are provided for families known to be illiterate in their native language.

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

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