



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: HUDSON RIVER MIDDLE SCHOOL**

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

PRINCIPAL: **ELLEN FOOTE**

EMAIL: [EFOOTE@SCHOOLS.NYC.GOV](mailto: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	
Jennifer Vecchio	*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	
Jaclyn Maricle	Member/Teacher	
Danielle Long	Member/Teacher	
Haviland Morris	Member/parent	
Anastasia Auckeman	Member/parent	
Kendra Decious	Member/parent	
Jessica Ciosek	Member/parent	
Christina DiZebba	Member/teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

*In order to continue to strengthen academic rigor and challenge students cognitively, IS 289 students will have more opportunities to learn in full units of study aligned to the Common Core Learning Standards. In addition, IS 289 teachers will employ UbD to continue to redesign units and will identify competency-based learning outcomes, aligned with CCLS. All teachers, in all content areas (ELA, math, social studies, science), will have designed and implemented at least three UbD competency-based, CCLS-aligned units.*

### **Comprehensive needs assessment**

- The Citywide Instructional Expectations require that students experience at least two CCLS-aligned units in all four content areas this year. IS 289, a participant in iZone 360, committed as part of its Future State Design to redesign all units around the seven competencies adopted by the school. In order to satisfy the CIE and continue the innovative work around competency-based learning, teachers must align the CCLS with competencies in their UbD unit designs.

### **Instructional strategies/activities**

#### *Strategies/Activities:*

- Teachers will use CCLS and, in the absence of these, other state (or, in the case of science, national) standards as the foundations for their curriculum calendars and unit designs, including assessments.
- Teachers will design new rubrics that use, where available, CCLS to identify the progression in learning expectations.
- Teachers will align the majority of their assessments with competencies. In math, the competencies are all aligned to the practices. This means that grading based on competencies means grading based on practices.
- Teachers will work to make rubrics accessible to students by translating the rubrics into student-friendly language.

#### *Key Personnel and other resources:*

- Christina DiZebba has been assigned a split position: 2/3 of her program is classroom teaching; 1/3 of her program is coach for both ELA classes and content literacy (reading and writing in social studies and science).
- Through iZone 360, IS 289 was to receive support in unit redesign by an iZone 360-funded coach, Elisa Zonana. Elisa was brought in to replace Grant Wiggins' Authentic Education coach after AE failed to renew its contract with the DOE for 2012-13. After taking a 10-week maternity leave starting in October, Zonana decided in late December 2012 to take childcare leave for the remainder of the school year. IS 289 is currently without a design coach.
- Mary Ehrenworth of Teachers College Reading and Writing Project is contracted for 11 days to support ELA, science and social studies teacher in design of Stage 3 (Lesson Planning) of their UbD units.
- Beth Wehner, CFN math instructional coach, is working with IS 289 math teachers for a 6-week cycle of professional development Jan-Feb 2013. One focus of this PD is to redesign units to align with CCLS and competencies.

*Inclusion of teachers in the decision-making regarding the use of assessments to evaluate effectiveness:*  
In teacher teams—weekly whole faculty meetings and weekly department meetings—teachers evaluate student work and assessment data.

*Timeline:*

- September 2011-June 2012: Ten IS 289 teachers meet bi-weekly individually or in teams of 2 with coach from Authentic Education to develop UbD competency-based CCLS-aligned units.
- Summer 2011-June 2012: Two teachers attend summer workshops and monthly network workshops to develop strategies to design units and assessments based on Citywide Instructional Expectations. These same two teachers co-facilitate bimonthly faculty meetings to support teachers in developing CCLS-aligned assessments.
- Summer 2012: 8 teachers create competency-based UbD units aligned with CCLS.
- September 2012: Faculty adopts 7 IS 289 competencies.
- September 2012-June 2013: All teachers continue to redesign units; all teachers will have designed at least three CCLS-aligned units.
- September 2012-June 2013: Mary Ehrenworth supports ELA, science, and social studies teachers in developing assessments and rubrics.
- January-February 2013: Beth Wehner supports math teachers in developing units, assessments and rubrics. In math, the competencies are all aligned to the CCLS practices. This means that grading based on competencies means grading based on practices.

**Strategies to increase parental involvement**

- Real time reporting of student grades on assessments, showing alignment with CCLS and competencies, using on-line grade tracker JumpRope.
- Parent workshops in September and October 2012 to explain ELA, social studies, and science curriculum, assessments, feedback.
- Resources posted on-line on teachers' sites on school website.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other:

If other is selected describe here: iZone 360

**Service and program coordination**

- Christina DiZebba is paid \$16,843 of her salary from Contract for Excellence.
  - 17 pedagogues receive approximately 4 hours of per session each to design UbD units aligned to Common Core.
  - Approximately 10 days of per diem coverage are allocated to allow pedagogues collaborative time to design and revise units aligned to Common Core.



## **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**

*To ensure greater growth among students who have not performed as highly as others in the current 7<sup>th</sup> grade, there will be a greater concentration on the outcomes of students with IEPs (SETSS, ICT, self-contained) on the statewide Math Exam.*

### **Comprehensive needs assessment**

- Based on Spring 2012 NYS Math Scores, all subgroups scored significantly below the schoolwide performance.

### **Instructional strategies/activities**

#### *Strategies:*

- All students with IEPs will have additional targeted math intervention classes designed to meet their assessed skills and content deficiencies.
- In the absence of an item analysis of last year's exam, and with a significant change in the NYS Math Exam to align with CCS, math teachers will rely on Acuity assessments and on teacher-developed assessments for data to focus the individual interventions.
- All SETSS students will have at least two of their 4-5 pull-out classes per week devoted to math support.
- All ICT students will have a math content co-teacher in their math classes for 75% of their schedule and at least one small group 40-minute pull-out class per week.
- All students in the self-contained special education class will have 7 forty-minute periods of math each week, 3 of them with their special education teacher and 4 with a certified math teacher.

#### *Personnel:*

- With the return of Yelena Berdichevsky from childcare leave, there has been a reassignment of math teachers: the 8<sup>th</sup> grade math teacher from 2011-12 has been released, and replaced by Chi-Man Ng. Yelena Berdichevsky is returning to her previous assignment in 7<sup>th</sup> grade math.
- To ensure that targeted students have math support from a specialist, IS 289 hired Jessica Kelman, a certified math teacher, to work as co-teacher in ICT classes and math support for all students with IEPs.
- Beth Wehner, math instructional coach for the network, is scheduled to do a 6-week cycle of professional development for the entire math department.

#### *Inclusion of teachers in the decision-making regarding the use of assessments to evaluate effectiveness:*

The focus of the cycle of professional development with Beth Wehner is to support teachers in

1. Redesign of units to align with CCS;
2. Design of assessments that align with CCS;

3. Development of common rubrics that reflect coherence in expectations and language.

As is true with all of the math partnerships, Yelena Berdichevsky and Jessica Kelman meet weekly to co-plan lessons. They share assessment responsibilities for students with IEPs and co-design interventions to match students' individual needs.

In addition to co-planning math classes, all math teachers have a weekly department meeting to collaborate on unit redesigns as well as assessment and rubric development.

*Timeline:*

- Summer 2012: Jessica Kelman hired.
- June-Summer 2012: IS 289 creates new schedule that includes additional 40-minute small-group intervention classes during the regular school day.
- September 2012: Administration of Math Benchmark (After administration of assessment we learn that the data is based on pre-CCS adoption and is therefore not a reliable predictor).
- September 2012-June 2013: 7<sup>th</sup> grade math teachers Berdichevsky and Kelman design and grade assessments and use them in design of individualized intervention plans.
- January-April 2013: Three additional math acuity assessments administered. Data used to refine/revise intervention design.

**Strategies to increase parental involvement**

- Real time reporting of student grades on assessments using on-line grade tracker JumpRope.
- Parent math workshops in September and October 2012 to explain math curriculum, assessments, feedback.
- Resources posted on-line on teachers' sites on school website.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP) x  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and Program coordination**

- Jessica Kelman's full salary comes from the TL FSF allocation.
- Because 100 minutes of extended day were incorporated into regular school hours, Jessica added another two pull-out support periods each week for at-risk students and students with IEPs.

### **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**

*IS 289 will solidify an alignment between Competency-based Curriculum Design and Assessment, developed using competencies as a coordinating framework, and creation of Personalized Learning Plans for Students.*

#### **Comprehensive needs assessment**

- The result of the NYC School Survey indicate that perception by students and parents of the level of academic expectations decreased from 2010-11 to 2011-12 and that IS 289's score is below that of the citywide average for all middle schools.

#### **Instructional strategies/activities**

##### *Strategies/Activities:*

- Peg Hoey, of KED USA, IS 289's iZone 360 original iZone design partner, oriented administration to Academic Coaching for the purpose of the creation of Personalized Learning Plans for students in the summer of 2011.
- All faculty received PD in September 2011, 7<sup>th</sup> and 8<sup>th</sup> students participated in orientation workshops, school held family workshops to introduce coaching to parents.
- All 7<sup>th</sup> and 8<sup>th</sup> grade students were assigned to a coach, either a pedagogue or administrator, and scheduled for approximately 15-minute coaching session during the school day every other week.
- For 2012 school schedule was revised to create opportunities for all students, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade to participate in Coaching.
- PD for all 6<sup>th</sup> grade teachers and new teachers provided by lead teachers.
- IS 289 switched to Big Picture as iZone design partner; Dana Luria of Big Picture facilitated orientation for new families.
- IS 289 designed Google Survey to track Coaching goals and progress. Students develop individual Google Sites in which survey is embedded; the site also serves as a digital portfolio.

##### *Key Personnel:*

- All teachers and administration are Academic Coaches.
- Dana Luria of Big Picture is providing support for Academic Coaching.
- Dana Luria and Albert Sylvia of iZone 360 are lead researchers on a study to determine the effectiveness of Academic Coaching.
- Barbara Kariya, computer teacher, is the designer of the Google tools and support for students in developing their sites.

##### *Steps:*

- Grade level teams use one meeting a month of their weekly team meetings to look at student work around Academic Coaching.
- Based on student outcomes, grade teams develop Advisory curriculum to support the Coaching program.
- Dana Luria and Al Sylvia share their research with faculty for purposes of assessment and revision.

##### *Timeline:*

- Summer 2011: Peg Hoey, of KED USA, IS 289's iZone 360 original iZone design partner, oriented administration to Academic Coaching for the purpose of the creation of Personalized Learning Plans for students.
- September 2011: All faculty received PD in 7<sup>th</sup> and 8<sup>th</sup> students participated in orientation workshops, school held family workshops to introduce coaching to

parents.

- September 2011: All 7<sup>th</sup> and 8<sup>th</sup> grade students were assigned to a coach, either a pedagogue or administrator, and scheduled for approximately 15-minute coaching session during the school day every other week.
- June-Aug 2012: School schedule was revised to create opportunities for all students, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade to participate in Coaching.
- September 2012: PD for all 6<sup>th</sup> grade teachers and new teachers provided by lead teachers.
- October 2012: IS 289 switched to Big Picture as iZone design partner; Dana Luria of Big Picture facilitated orientation for new families.
- September-October 2012: IS 289 designed Google Survey to track Coaching goals and progress. Students develop individual Google Sites in which survey is embedded; the site also serves as a digital portfolio.
- December 2012-March 2013: Dana Luria and Al Sylvia conduct research on Coaching effectiveness.
- End March 2013: Presentation of Coaching research to faculty.

### Strategies to increase parental involvement

- Parent workshops to introduce Academic Coaching to new families
- Real-time grade tracking on JumpRope accessible to families.
- Student-led family conferences with faculty coaches to involve families in goal-setting and assessment of progress.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP) x  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: iZone 360

### Service and Program Coordination

- 17 pedagogues receive approximately 3 hours of per session each to design and revise coaching tools for students.
- Approximately 10 days of per diem coverage are allocated to allow pedagogues collaborative time to design and revise coaching tools and to plan for 8<sup>th</sup> grade student-led conferences in November, February and June.

**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**

Improve teacher effectiveness by developing a shared understanding of instructional excellence using Danielson's *Framework for Teaching* and increasing the amount of formative observations and feedback by school leaders.

**Comprehensive needs assessment**

IS 289 must enhance teacher development in compliance with The Citywide Instructional Expectations for 2012-13.

**Instructional strategies/activities**

Teachers identify initial goals to be submitted to principal by October 19, 2012. For all returning teachers, initial goals should be informed by their June 2012 evaluations that principal aligned with the Danielson framework. Teachers self-assess on selected components, aligned with initial goals.

In collaboration with mentors (for new teachers), staff developers, and the principal and AP, a coherent PD plan will be developed and implemented for teachers that integrates the selected components of the Danielson framework. As teachers select new goals they will be guided to consider the following: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); and Using assessment in instruction (3d)

The principal and AP set up and follow a schedule for teacher observation and feedback using the selected rubric.

By mid February 2013: all tenured teachers will have one formal observation; all non-tenured teachers will have two formal observations.

By June 2013: all tenured teachers will have a total of two formal observations; all non-tenured teachers will have four formal observations.

**Strategies to increase parental involvement**

NA

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)x  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and Program Coordination**

- All pedagogues paid through TL FSF allocation will attend four 50-minute professional development sessions per month. At least 8 of the sessions will be devoted to aligning practice with the Danielson Framework.
- Administrators Principal Ellen Foote and Assistant principal Zeynep Ozkan, paid through TL FSF allocation, will conduct observations as detailed above.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Non-fiction reading, writing organization	Small group	During school day
Mathematics	Fluency, problem-solving strategies	Small group	During school day
Science	Non-fiction reading— preview of content	Small group	During school day
Social Studies	Non-fiction reading— preview of content	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pragmatics speech— speech teacher At-risk Counseling for socialization, family issues	Small group	During school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**Recruitment:** Principal uses the resources of the New Teacher Hiring as well as Open Market to post positions and identify candidates who are highly qualified. The Principal and, if possible due to timing, Assistant Principal and teacher teams interview qualified candidates to make final selections. Whenever possible, finalists among the candidates teach a demo lesson with members of administration and teacher leaders observing. Rubrics for interview and observation are applied in identifying finalists. At least two references are required for a final hire.

**Retention:** All new teachers have a formal mentor or a teaching buddy for support. All teachers participate in at least three team meetings each week—whole faculty, grade team, department—during which there are opportunities for growth through collaborative study and shared decision-making. All teachers are encouraged as well to participate in one or more committees or teams that receive per session compensation. These include, but are not limited to: SLT, new schedule advisory team, parent workshop planning and implementation, summer planning, mission/vision committee.

**Assignments:** Teachers submit preference sheets on which assignment decisions are based. All teachers are assigned for at least 70% of their program to their area of certification. Teachers are encouraged to become dual licensed in order to maximize opportunities and qualifications.

**Support:** All new teachers have a formal mentor or a teaching buddy for support. All teachers set goals aligned to the Danielson rubric and observations are focused on developing teachers based on their goals. Untenured teachers have at least 4 formal observations each year plus additional (10 or more) observations followed by verbal and/or informal written feedback. Tenured teachers have 2 formal observations each year plus additional (10 or more) observations followed by verbal and/or informal written feedback.

Additional support includes coaching and opportunities for participation in professional conferences for all teachers.

## **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;
- 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Marina Cofield</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>289</b>
School Name <b>Hudson River Middle School (I.S. 289)</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Ellen Foote</b>	Assistant Principal <b>Zeynep Ozkan</b>
Coach	Coach
ESL Teacher <b>Rachel Geller</b>	Guidance Counselor <b>Emily Kustal</b>
Teacher/Subject Area <b>Kerri Loper/ Special Education</b>	Parent <b>Jessica Ciosek</b>
Teacher/Subject Area	Parent Coordinator <b>Sandra Leung</b>
Related Service Provider <b>Elana Feinerman</b>	Other
Network Leader <b>Marina Cofield</b>	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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>293</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>2.39%</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. 

#### 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)

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							2	2	2					6
<b>Total</b>	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
<b>Total</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>7</b>

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
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
<b>TOTAL</b>	<b>0</b>													

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	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>																				

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	
<b>TOTAL</b>	<b>0</b>										

**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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</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 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

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:

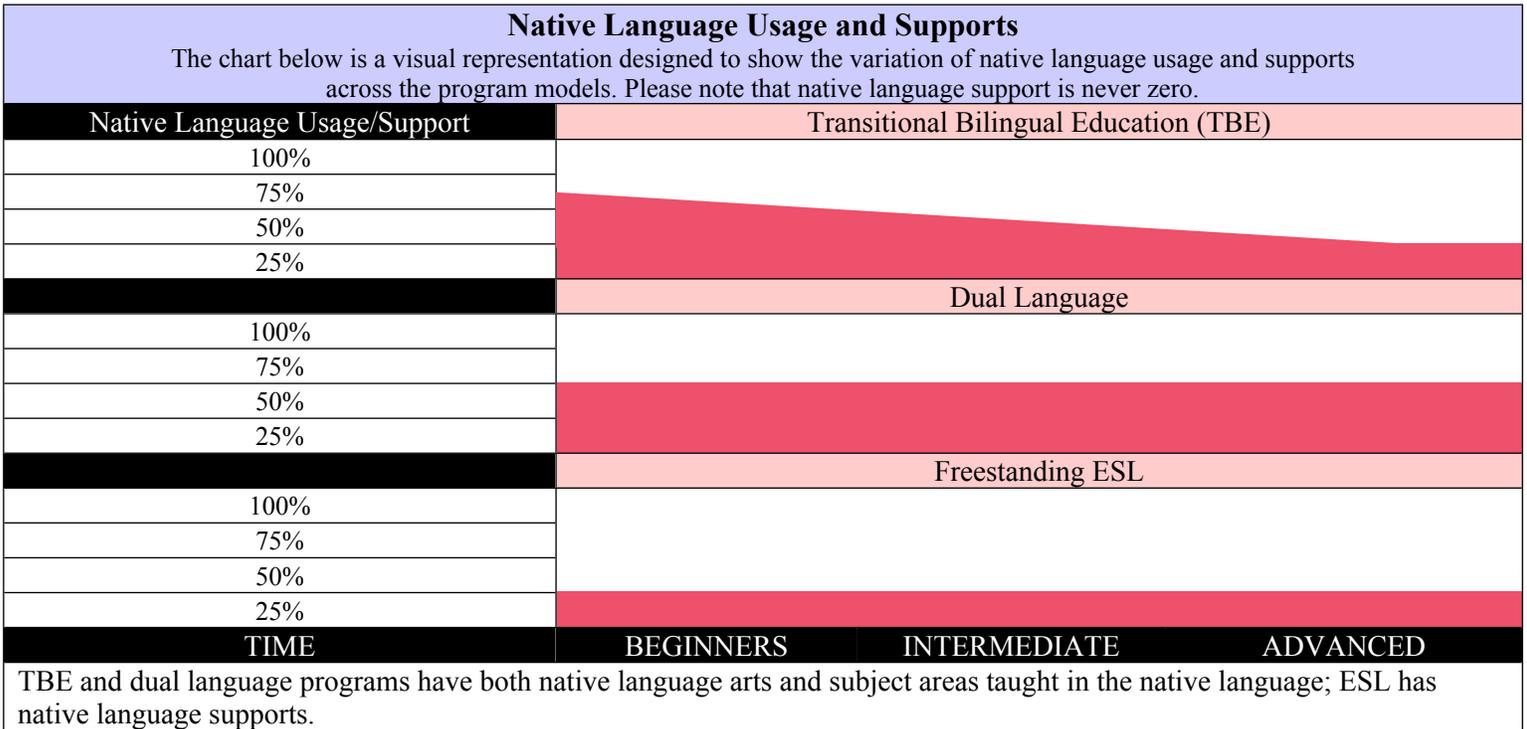
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

<ol style="list-style-type: none"> <li>8. 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.</li> <li>9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.</li> <li>10. What new programs or improvements will be considered for the upcoming school year?</li> <li>11. What programs/services for ELLs will be discontinued and why?</li> <li>12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.</li> <li>13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?</li> <li>14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)</li> <li>15. Do required services support, and resources correspond to ELLs' ages and grade levels?</li> <li>16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.</li> <li>17. What language electives are offered to ELLs?</li> </ol>
<ol style="list-style-type: none"> <li>8. 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.</li> <li>9. All ELLs who have reached proficiency are enrolled in extended day "talk" and "pragmatics" classes.</li> <li>10. 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.</li> <li>11. There is no plan to discontinue and programs/services for ELLs.</li> <li>12. 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.</li> <li>13. 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.</li> <li>14. There is no programmatic native language support for students. Any support is incidental, since we have Chinese- and Spanish-speaking personnel in the school.</li> <li>15. Required services support, and resources correspond to ELLs' ages and grade levels.</li> <li>16. 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.</li> <li>17. All ELLs are offered classes in Spanish language, the only foreign language taught in the school.</li> </ol>

<b>C. Schools with Dual Language Programs</b>	
<ol style="list-style-type: none"> <li>1. How much time (%) is the target language used for EPs and ELLs in each grade?</li> <li>2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?</li> <li>3. How is language separated for instruction (time, subject, teacher, theme)?</li> <li>4. What Dual Language model is used (side-by-side, self-contained, other)?</li> <li>5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?</li> </ol>	
N/A	

<b>D. Professional Development and Support for School Staff</b>
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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				
READING/ WRITING	B									1				
	I								2					

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>							2						
	<b>P</b>													

**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				
Integrated Algebra				
Geometry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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 learning disabilities that affect their language processing, often either receptive or expressive. Teachers have developed targeted listening/speaking extended day classes for ELLs and former ELLs. IS 289 has not used the ELL Periodic Assessment. The success of our program for ELLs is evaluated using multiple assessments: classroom performance, standardized test scores, and performance on the NYSESLAT.

**Additional Information**

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

Paste additional information here

**Part VI: LAP Assurances**

School Name: <u>Hudson River Middle School</u>		School DBN: <u>02M289</u>	
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		

**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)
	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**

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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.

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

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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.