



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

DBN (X125):

PRINCIPAL: LORI-ANNE DIMARCO-EVANKO

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SUPERINTENDENT: TIMOTHY BEHR

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Lori DiMarco-Evanko	*Principal or Designee	Lori Anne DiMarco-Evanko
Alizia Fuentes	*UFT Chapter Leader or Designee	
Janet Bosch	*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	
Matel Hassan	Member/ Teacher	
Melissa Gaskin	Member/ Teacher	
Doylla Vaughn	Member/ CSA Rep	
LaTonia. Best	Member/ Parent	
Virginia Laboy	Member/ Parent	
Madledine Martinez	Member/ Parent	
Rebecca Laboy	Member/ Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### Major Recommendation

- Instructional delivery should be realigned with workshop methodology that incorporates explicit teaching, modeling, assisted performance, student interaction and sharing. (JIT, 2010, p.4)
- While the principal is beginning to manage staff development and began supporting staff in creating professional goals, opportunities for regular check-ins to deepen staff goal setting is not yet an embedded practice. (QR, 2011-12, p. 6.)

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

By June 2013, school leaders will have worked with all teachers providing differentiated support and resources based on individual strengths and confirmed areas of growth according to a research-based teacher effectiveness rubric. School leaders will provide training and support for teachers to enable them to become better practitioners in developing students' independent work, guided work and problem solving through the Workshop Model. School leaders will closely monitor the impact of training and support in the classroom as evidenced through frequent cycles of teacher observations.

### Instructional strategies/activities

- All Math, ELA, Science, Social Studies, ESL and Special Education teachers will have one-on-one Data Conferences with school administrators looking specifically at students needing Tier 1 and Tier 2 intervention, SWD and ELL's.
- All ELA teachers will be offered the opportunity to attend Teachers College Reading and Writing Workshops and Institutes. (*this is for teachers new to the Reading and Writing Workshop process; 4 full days of intensive sessions; Lucy Caulkins*) The first opportunity is for January 2013 and February 2013 and the second opportunity is for Summer Institutes.
- A minimum of 2 teachers will be sent to the TC Reading and Writing Institute with Lucy Caulkins
- All Math teachers will attend Metamorphosis: Lucy West Workshops; focusing on students needing Tier 1 and Tier 2 intervention, SWD and ELL's.
- All Math teachers will get intensive coaching from Metamorphosis: Lucy West 6 sessions.
- New Teachers are receiving weekly "Lunch and Learns" differentiated to meet their needs. The Lunch and Learns began in December of 2012 and will continue through June 2013. (*Differentiated topics; lesson planning; time management, parent-teacher conferences, classroom management*)
- All staff has been encouraged to join recommended book study groups according to needed instructional areas of learning. Study Groups include ELL book study group; "When English Language Learners Write" by Samway, and "Literacy Instruction for English Language Learners" by Cloud, Genesee and Hamayan. Reading and Writing Workshop and Guided Reading workshops are also made available to staff. Study groups are scheduled for 4 to 6 week cycles and will end in June 2013. (*First study groups started in November; teachers were selected by needed areas of improvement according to individual needs; however study groups are open to all teachers; 2<sup>nd</sup> round of study groups begins in May and will focus on Math and Science*)
- All teachers received "Teaching Reading in Social Studies, Science, and Math" by Robb. All content area teachers are mandated to use instructional

strategies in the lesson plans.

- Math, ELA, Social Studies and Science teachers attend intensive MSQI workshops. It is an expectation that teachers will immediately implement key instructional strategies in the classroom. *(MSQI workshops focus on Word Generation, Just Words, Wilson Systems, Reciprocal Reading, Guided Reading, Close reading; workshops are on going through 2013-2014 school year; differentiated for Science, Math, Social Studies and ELA teachers and administrators.)*
- Keegan Cooperative Professional Development; *(teachers will engage and learn from coaches with expertise in collaboration and school community. This program is used by turnaround schools.*
- Professional Development Series DVD's purchased to differentiate in-house instruction for teachers, staff and administration; materials purchased include DVD's and staff development kits for ELL's, SWD, ELA, MATH, Social Studies, Science, Bullying and Classroom Management.
- ESL teachers attend ELL workshops and institutes. Mr. Medina is in charge of the ELL team.
- CFN 608 is supporting us with MSQI, Guided Reading, and Lesson Planning Clinics to improve teaching and learning around the Workshop Model.
- Support of Math, ESL and ELA coaches in Workshop Model instructional strategies.
- Teachers on Teacher Improvement Plans will be required to do peer observations and will have continued support to meet the individual needs of the teachers. Action Plans are created by administration.
- Per-Session Activities for PD include; common planning, lesson planning, unit planning and curriculum updates and scoring for Math, ELA, Social Studies and Science.

#### **Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_ Title 1 P/F  
 funds \_\_\_\_\_

#### **Service and program coordination**

- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources such as, Per-Session Allocation from TL Fair Student Funding : Title 1 Priority/Focus lines, MS Task Force line, OPTS funding sources, General Supplies and Professional Development (689)

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

- Curriculum maps that are aligned with the NYS core curriculum should be developed by the teaching staffs. Teachers should be required to implement the content included in the maps and plan daily to meet this goal. Supervisors should monitor plans regularly to ensure that the curriculum that is designated or the grade and subject is being implemented. (JIT, 2010, p. 3) While the school leadership is beginning to make purposeful decisions about aligning the Common Core Learning Standards with the curriculum, there is still not full alignment. (QR, 2011-12, P.4)

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

By June 2013, collaborative teacher teams will continue to develop curriculum maps and units of study aligned to the Common Core Learning Standards and will integrate a minimum of two Common Core aligned units with performance tasks within each of the core subjects as evidenced through collection of student work samples and teacher observations.

### **Instructional strategies/activities**

- a) Provide professional development including: Common Core Standards for Mathematics, ELA, Social Studies and Science. Teachers receive on-going training from school administrators and outside professional development workshops.
- b) Provide instructional support from Children First Network
  - Develop rigorous units of study by teacher teams and departments using the UDL framework. The teachers have been revising their units of study and will continue to revise the units to meet CCLS expectations. Per-Session Activities for PD include; common planning, lesson planning, unit planning and curriculum updates and scoring for Math, ELA, Social Studies and Science.
- c)
- d) Provide instructional support through instructional coaches. We have a Math Coach, ELA Coach and Content/ESL/Bi-Lingual Area Coach.
- e) Provide common planning time to collaborate on unit writing and data analyses. Math Tuesday 7<sup>th</sup> Period, ELA Wednesday 6<sup>th</sup> Period, Science Wednesday 7<sup>th</sup> Period, Social Studies Thursday 7<sup>th</sup> Period, ESL/Bi-Lingual Friday 2<sup>nd</sup> Period.
- f) Provide Common core resources; CCLS standards, books aligned to CCLS. Material has been ordered and is ordered for Math, Social Studies, ELA, Science, ESL, Bi-Lingual. Leveled Reading in all subject areas.
- g) Teachers will begin using Word Generation Student Work Samples during Common Planning Time. This will begin March 2013.

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants      X Other-describe here: \_Title 1 P/F  
 funds \_\_\_\_\_

**Service and program coordination**

- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources such as, Per-Session Allocation from TL Fair Student Funding : Title 1 Priority/Focus lines, MS Task Force line, OPTS funding sources, General Supplies and Professional Development (689)

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Differentiation of Instruction was used minimally in a limited number of classes. There was no evidence of centers, conferring activities, or small group instruction. In some classes, students were seated in group; however, there was no evidence of differentiation of instruction. Teaching of isolated skills was practiced during instruction without integration into a meaningful context. (JIT 2010, p.5)

In some classrooms teaching strategies are becoming differentiated and the principal is beginning to emphasize the need for multiple points of entry in lessons. (QR, 2011-2012, p. 5)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

By June 2013, all ELA, Social Studies, Science, Math and Special Education teachers will receive a minimum of 6 informal observations that include evidence of practice and feedback aligned to Middle School Quality Initiative (MSQI) and the Danielson Framework for Effective Teaching.

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

- Provide opportunities for teachers to share best practices during common planning, per-session PD sessions and lunch-and-learns. (*The Lunch and Learns began in December of 2012 and will continue through June 2013. (Differentiated topics; lesson planning; time management, parent-teacher conferences, classroom management)*)
- Dr. Arjoon and Ms. Vaughn provided teachers with a protocol for looking at student work in the ELA department and Vaughn provided Special Ed. Self - Contained classes with a customized lesson planning template.
- Provide targeted intervention to teachers on a Teacher Improvement Plan by differentiated professional development and administrator support to raise student performance. All ELA teachers will be offered the opportunity to attend Teachers College Reading and Writing Workshops and Institutes. (*this is for teachers new to the Reading and Writing Workshop process; 4 full days of intensive sessions; Lucy Caulkins*) The first opportunity is for January 2013 and February 2013 and the second opportunity is for Summer Institutes.
- A minimum of 2 teachers will be sent to the TC Reading and Writing Institute with Lucy Caulkins
- All Math teachers will attend Metamorphosis: Lucy West Workshops; focusing on students needing Tier 1 and Tier 2 intervention, SWD and ELL's.
- All Math teachers will get intensive coaching from Metamorphosis: Lucy West 6 sessions. (February 2013, March 2013) Lucy West will be coming to coach math teachers in the school for a minimum of 6 sessions by June 2013.
- Science teachers, speech teacher, para-professionals, administration and guidance attended a workshop created for them to engage in the inquiry process through the Common Core ELA Learning Standards in March 2013. 4 Science teachers will engage in additional workshops through the DOE and UFT in March and May,
- Math and Science teachers have attended Co-Teaching workshops through the DOE in February and March.

- IEP teacher attends MSQI workshops and CFN training an workshops consistently all year.
- ELL teachers and ELA and Math coach attend ELL monthly institute.
- Teacher surveys were distributed in February by the Principal to help identify areas of instructional need.
- Provide teachers with reciprocal reading instruction given by CFN608. All teachers are using Reciprocal Reading; but at varying degrees. By June 2013 all teachers will be using reciprocal reading in its entirety.
- Engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened by supporting lesson plan clinics provided by the CFN 608 and I.S. 125 lesson plan clinics.
- All teachers must have their lesson plans posted; with 3-5 DOK questions. In addition, all teachers will be using Turn and Talks; (2 to 4) per lesson.
- Providing administration with opportunities to conduct instructional rounds at other schools, and include teachers in these rounds to see and share best practices.
- Continue to send instructional leads to CFN 608 workshops, and other workshop venues aligned to CCLS.
- Per-Session Activities for PD include; common planning, lesson planning, unit planning and curriculum updates and scoring for Math, ELA, Social Studies and Science.
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**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants    X Other-describe here: \_\_\_\_ Title 1 P/F  
 funds \_\_\_\_\_

**Service and program coordination**

- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources such as, Per-Session Allocation from TL Fair Student Funding : Title 1 Priority/Focus lines, MS Task Force line, OPTS funding sources, General Supplies and Professional Development (689)
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- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_Title 1 P/F  
 funds\_\_\_\_\_

**Service and program coordination**

- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources such as, Per-Session Allocation from TL Fair Student Funding : Title 1Priority/Focus lines, MS Task Force line, OPTS funding sources, General Supplies and Professional Development (689)
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## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

There is little evidence that there is a functioning PTA that communicates with teachers and administration effectively. (JIT, 2010, P.7.)

The school has an active parent-teacher association and school leadership team that have experience supporting the former principal's vision. However, current opportunities for families to participate in the new principal's vision are still developing. It is not yet observable how leadership and families work together to support students in preparing for next steps and post secondary readiness. (QR, 2011-12, p.5)

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal #5**

By June 2013, school leaders will include at least 2 of the SLT members in instructional partnerships with the PA to participate in the Professional Development committee, data committee, SLT, Parent Academy, and Saturday Academy.

### **Strategies to increase parental involvement and engagement**

- a) Professional Development SLT; teachers/parents committee; MSQI Instructional Scheduling Professional Development (January 2013); Professional Development Retreat with NYCLA Coach (December 2012), Professional Development Planning Committee.
- b) Parent/Partner Reading Programs; Parent/student book clubs; City Center Performance, Author Study Performance, Educational Reflective Retreat in June 2013. Parent Workshops: Test Taking (March 2013), Job Skills (April 2013), Interview Skills (April 2013), Resume Building (2013), English Classes (beginning March until the end of June), Administrator/ Parent Weekly morning and afternoon coffee talks beginning in February until the end of June 2013, Basic Computer Skills; Word, PowerPoint and Excel (April 2013), Math Strategies for New Math; helping our children, (March 2013 a continuous series), Questioning and Discussion Strategies to foster Literacy (March 2013 a continuous series), Oral History; starting a new tradition, (May 2013), Data Dive a look at I.S. 125 (March) and many other workshops by request. (These workshops will all be hosted by Ms. Evanko, Principal, Dr. Arjoon, Assistant Principal, Mr. Medina, Assistant Principal and Ms. Vaughn, Assistant Principal).
- c) Parent/student Author Studies: 3 Saturdays set aside for parent studies
- d) Per-Session Activities for PD include; common planning, lesson planning, unit planning and curriculum updates and scoring for Math, ELA, Social Studies and Science.
- e) Ongoing one – on –one administrator meetings with parents and students.

**Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

X Other-describe here: \_Title 1 P/F

funds \_\_\_\_\_

**Service and program coordination**

- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources such as, Per-Session Allocation from TL Fair Student Funding : Title 1 Priority/Focus lines, MS Task Force line, OPTS funding sources, General Supplies and Professional Development (689)

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**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	Reciprocal Reading; Reading Workshop/ Shared Reading/ Guided Reading/ Read Aloud Book Clubs/ I-ready intervention/ Reading Intervention Leap Programs include but are not limited to: Star Writing; Reading Comprehension through the Arts. City Center: Screenplay Writing/ Superman Reading Plus Program Simplify Reading/Math Enrichment	Small group/ and one on one	During the day, before and after school
Mathematics	I-ready program/ CCLS ready instruction/ small group instruction; Math Intervention program. Leap Programs include but are not limited to: Architecture; From Cottages to Castles, Measurement to Word Problems. Metamorphosis: Lucy West Coaching and Workshop	Small group/ and one on one	During the day, before and after school

Science	Bio-Bus NYC Botanical Garden learning walks NYC Bronx Zoo classes Ripleys Believe it or Not	Hand on-real world application	
Social Studies	Regents Preparation New York City Historical Society Metropolitan Museum Guggenheim Museum NYC Public Library: Shromberg Docent Tour MOMA Plymouth Plantation and the Mayflower LEAP Program Motown Theatre	Small group/ and one on one	After school/ During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor/Well- ness/Lifeskills/ Career Program.	Small group/ and one on one	During the 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.

Professional Development:

CFN 608 Recruitment and Hiring

CFN 608 Professional Development

I.S. 125 Professional Development; on and off site;

- Metamorphosis: Lucy West/ Math Workshops/ and Coaching
- Teachers College Reading and Writing Workshops
- Leap Professional Development in Art and all Content Areas
- Office of English Language Learners Workshops and Institutes
- Lesson Planning Clinics
- MSQI Professional Development
- New York City Historical Society
- Special Education Workshops
- CCLS and UDL professional Development
- Lunch and Learns on CIE topics
- Administrators Professional Development; QR/ CCLS/ Reading and Math
- Data Dive

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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- 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;

I.S. 125 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 I.S. 125 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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***

I.S. 125, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>Jose Ruiz/Rudy Rupnarine</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>125</b>
School Name <b>Henry Hudson</b>			

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

Principal <b>Anthony Martin</b>	Assistant Principal <b>Nelson Mehinah</b>
Coach <b>Matel Hassan</b>	Coach <b>June Arrington-Pena</b>
ESL Teacher <b>Nabil Abdel Maksoud</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Kandis Rivera / ESL</b>	Parent <b>Lisa Mateo</b>
Teacher/Subject Area <b>De Los Santos / Bilingual Tr</b>	Parent Coordinator <b>Wendy Detiberiis</b>
Related Service Provider <b>type here</b>	Other <b>Doylla Vaughn A. P</b>
Network Leader	Other <b>Arjoon Neelawattie A. P</b>

### 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>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>1</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>1</b>		

### D. School Demographics

Total number of students in school	<b>640</b>	Total Number of ELLs	<b>114</b>	ELLs as share of total student population (%)	<b>17.81%</b>
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## Part II: ELL Identification Process

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

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

1. The ESL teachers and the Assistant Principal review the NYSESLAT information from ATS different reports (RLER, RLAT and RNMR) for list notice students entering Henry Hudson I.S. 125 from their elementary schools. When no data is available for students, English Language Learners are identified using the New York State Limited English Proficient (LEP) Identification Process. This process starts at the time of registering a new student in the school. The main office starts the process by calling one of the trained pedagogues who administers the Home Language Identification Survey to families. If the student's home language is other than English, an informal interview is conducted in the student's native language and in English with both the parent and the child by a licensed pedagogue. The school has assigned three teachers who speak the foreign languages widely spoken by the families of our ELLs. Ms. Rivera, a licensed ESL teacher who speaks English/Spanish, Ms. Akter, a licensed science teacher who speaks English/Bengali and Mr. Maksoud, a licensed ESL teacher who speaks English/Arabic to administer the HLIS and the informal interview with the parent and the child. In the case that the parent and child speak a language that none of the school staff is a native speaker of, the Unit of Translation and Interpretation is called in order to facilitate the informal interview with the parent and child. If the student speaks a language other than English or speaks little or no English, the student is administered the LAB-R assessment within 10 school days by one of the two licensed ESL teachers. If the student scores at the Beginning, Intermediate or Advanced Level the student is identified as an English Language Learner. If the student scores at the "Proficient" level the student enters a general education program. The Spanish LAB-R is also administered by a licensed ESL/ Bilingual teacher to students whose HLIS indicate Spanish as the language spoken at home. Students are programmed accordingly based on the results of these assessments. Students found entitled are placed in appropriate ELL program (Transitional Bilingual Education or English as a Second Language). Beginner and intermediate ELLs in either programs receive 2 units of ESL (2 x 180 minutes/week) and advanced ELLs receive 1 unit of ESL (180 minutes/week). ELLs in the three levels in the Transitional Bilingual Education program receive 1 unit (180 minutes/week) of Native Language Arts. All students entitled for ESL service are tested annually via NYSESLAT. In order to make sure that all students are tested, the ATS report RLER which shows the students who are eligible to take the NYSESLAT is used for that purpose. In addition, any student who joins the school before the NYSESLAT and found to be an ELL as per the informal interview, the HLIS and the LAB-R manual score, is added to the list of the students taking the test. Mr. Maksoud, the ESL teacher gets the report mentioned above and the list of students who are not on the list. In the first week of April, before the speaking part of the NYSESLAT usually takes place, Mr. Maksoud prepares a testing schedule and makes sure all eligible students are tested. Ms. Rivera, the other ESL teacher and Mr. Maksoud carry out the Speaking part of the NYSESLAT. Early in May, they carry out the Listening, Reading and Writing sections. As we have a large population of ELLs, students in each grade are divided into two groups; A and B and each grade is assigned to one teacher with both groups. Attendance is taken during the four subtests, and make up tests are done for students who are absent during any of the four sections of the test. Ms. O'Connor, the reading teacher and one of the special education teachers usually help with the testing process. In order that all ESL teachers prepare students for this exam by modeling, teaching, and practicing listening, speaking, reading, and writing skills throughout the year. Based on the results of this assessment, students either continue to be entitled to services the following school year, or enter a general education program if they score at the "Proficient" level.

2. The Parent Coordinator, the A.P. Supervisor who oversees ESL instruction and an ESL teacher hold regular meetings in which an orientation takes place within the second week of the school year, for all parents of new ELLs. Parents who register their children; soon after a regular orientation session has been offered; are directed to Mr. Maksoud/Ms. Rivera, the ESL teacher for an individual orientation session in order to complete the process selection a program. During the orientation session, parents watch a video in which the three programs are described by the Chancellor and members of his staff. The video is translated into several languages. In addition to watching the video, a brochure that gives details about the three programs is given to the parents and a bilingual teacher explains and

gives details about the three programs. The Parent Coordinator and A.P. Supervisor and the ESL teacher address parental concerns, answer their questions, distribute and then collect the parent survey and program selection forms. After parents have selected a program using the program selection form, they are informed that Henry Hudson Junior High School has a Transitional Bilingual Education program and Freestanding ESL program. They are informed that if they choose to have their children participate in a Dual Language program, the Parent Coordinator and the A.P., Supervisor will assist the parents in finding schools that offer the programs they opt for. The parents are also informed that Henry Hudson Junior High School will offer the Dual Language once the warranted number of parents choosing that program is reached. In order to make sure all ELLs parents are well informed about the ELL programs offered in the school, I.S 125 holds regular orientation sessions, one in the second week of September, another in the first week of November, and the third in the first second week of January. The reason for selecting these dates is that the school has been encountering an increased number of new comers during these periods of the school year in the past few years. Individual orientation sessions are offered throughout the year.

3. The ESL teachers, LAB-R coordinator, Mr. Maksoud, and the A.P. Supervisor share the names of entitled students. In order to do this, Mr. Maksoud, the ESL teacher uses the ATS RNMR report in order to get all the necessary information to generate Letters on Continued Entitlement. The report is used as a database for generating the letters through the mail merge feature in Microsoft Office Word. Letters of Continued Entitlement are generated the first day of school and a copy is sent home with the studnets and another copy is kept in the "ELL Compliance Binder".

During the orientation session, the ESL teachers and the Parent Coordinator distribute entitlement letters to parents of new students, and give the parent survey and program selection forms. Parents are encouraged to complete both the parent survey and program selection forms at the end of the orientation sessions. All the Parnet Survey and Progam Selection Forms completed at the end of the orientation session are collected and Mr. Maksoud, the ESL Teacher, keeps these forms in the "ELL Compliance Binder". Parent surveys and program selection forms are mailed to parents who do not attend the orientation sessions and are asked to return these forms to the school in person. Ms. Anna Morales, the school secrtery in charge of registering new students collects these mailed froms and gives them to Mr. Maksoud, who keeps them with the other forms in the "ELLs Compliance Binder". Since the school has a Spanish Bilingual Transitional Education Program, Spanish speaking students are placed in that program if parents fail to return the Program Selection Form. A Placement Letter is then generated by Mr. Maksoud, and mailed to the parents using the regual US postal service.

4. As the school receives the Parent Survey and the Program selection form, the school places the students in the program that the parents selected. Spanish students whose parents do not return the Program Selection are place in the Bilingual Transitional Education Program. If the parents select the Freestanding ESL program, the students are placed in that program. If the parent's option is Dual Language Program, they are informed that the school is not offering that program and that the school will keep records of their option and when the school gets the required number to start that program, it will. As students are placed in one of the avialable ELL program in the school, Mr. Maksoud, the ESL teacher, generate the Placement Letters and send them home informing the parents of their child's program. Copies of these placement letters are kept in the "ELL Compliance Binder". Parents who have questions are encouraged to contact the school and the bilingual teachers in the school offer any help and explanation the parents need. Parents are also encouraged to contact the school in their native language in writing as well as orally.

Up to now, parents of Henry Hudson ELLs have not opted to transfer their children out of the school's Freestanding ESL program or the Transitional Bilingual Education Program. However, parent coordinator and the supervising A.P. maintain lists of schools with Dual Language programs.

Parents are made aware both during the ELL parent orientation meetings and in writing that if they wish to have their children transferred to one of these programs, the school will facilitate their search and transference. The three teachers who speak the most commonly spoken foreign languages by the families of the ELLs are available for oral translations for parents. Parents are made aware that failure to complete and return the program selection form will continue services in the current Bilingual/ESL program.

Nevertheless, the school continually monitors the number of parents who requested Dual Language placement, and this information is maintained by the Parent Coordinator in her office.

5. As a middle school, we receive most of our ELLs in a Freestanding ESL program that the majority of the parents express their wish to have their children continue the same program. As for students who register for the first time in New York State Public Schools, many Spanish-speaking parents opted to have their children placed in the Transitional Bilingual program; however, some parents opted for the Freestanding ESL program. Non-Spanish speakers participated in the Freestanding. For the current school years, of the 114 ELLs currently enrolled 100 are serviced via the Freestanding ESL program and 14 are serviced via the TBE program. This year 16 new ELLs joined our school, 9 Spanish, 5 Bengali and one Arab. 5 of the Spanish parents opted for the TBE program, and 4 opted for the Freestanding ESL program, the 5 Bengali parents opted for the Freestanding ESL program and the Arabic parent opted the Freestanding ESL program.

We attest that we have on file documentation, such as Parent Option Letters, Continuation of Services letters, and evidence of outreach to parents, to support the placement of the students in the Free Standing ESL Program or the Transitional Bilingual Education program.

6. Program models offered at Henry Hudson Junior High School are aligned with parent requests since parents have indicated a clear preference for the Transitional Bilingual Education program and the Freestanding ESL Program. We attest that we have conducted

extensive outreach to parents regarding student placement in a Transitional Bilingual Education program and a Freestanding ESL Program as per the parents' options.

## 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

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

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SPANISH
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%)									1					1
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>						1	1	1						3
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	1	1	1	1	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	21
SIFE	5	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	20

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	14									14

ELLs by Subgroups										
	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	Total
Dual Language										0
ESL	53	5	6	27		19	20		6	100
Total	67	5	6	27	0	19	20	0	6	114

Number of ELLs in a TBE program who are in alternate placement: 0

### 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							2	3	9					14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</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							24	18	21					63
Chinese								1	1					2
Russian														0
Bengali							11	5	7					23
Urdu														0
Arabic							2	4	3					9
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>	<b>28</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 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?

1-a- At the beginning of every academic school year or when students are programmed for classes, Mr. Medinah, Ms. Vaughn and Ms. Arjoon, Assistant Principals review students' programs to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Currently, beginner and intermediate ELLs in the Freestanding ESL program 2 units of ESL instruction (360 minutes/week). The advanced ELLs receive 1 unit of ESL (180 minutes/week) and 1 unit of ELA (180 minutes/week). Beginner ELLs in the Transitional Bilingual Education program receive 60-90 minutes of ESL instruction daily, intermediate ELLs in TBE receive 45-60 minutes of ESL instruction daily, and advanced ELLs in that program receive 45 minutes of ESL instruction daily. In addition, all ELLs in the TBE program receive 45 minutes of Native Language Arts daily.

For the current school year, Henry Hudson Junior High school has 3 Freestanding ESL classes for 6th, 7th and 8th grades in addition to one Bilingual bridging class which has 14 students in 6th, 7th, and 8th grades. Students in the Bilingual program receive Math, Science, and Social Studies in Spanish. Special education ELLs receive ESL instruction through the and Pull-out models, and the school does not have a push-in program this year.

b- The 3 classes of the Freestanding ESL program follow a Block model in which each class travels together as a group. Students in these 3 classes are of mixed proficiency levels. A lot of differentiation is done in these classes in order to provide the ELLs with high quality instruction. The Bilingual class has students of Spanish background, and of Homogeneous level. All the 14 students in this class are at the beginner level and the class receives most of the instruction by one Bilingual teacher, and the ESL instruction by a certified ESL teacher.

2. Staffing is based on student needs. Tallies for all subject areas determine the number of teachers who will serve the group. ESL teachers are assigned to classes and groups of students based on students' levels. Teachers are currently assigned to teach 6th, 7th, and 8th grade ELLs in addition to the ELLs in the Bilingual class. Students in the Beginner, Intermediate and Advanced Levels of ESL receive the mandated number of units per week. Beginner and Intermediate students receive 2 units of ESL, (8 periods, each period is 45 minutes and the total is 360 minutes every week). Students at the Advanced level receive 1 unit of ESL and 1 unit of ELA (4 periods, each period is 45 minutes). Students in the TBE are either in the Beginner or Intermediate level and they receive 2 units of ESL (360 minutes) and 1 unit of NLA (180 minutes). The teacher assigned to teach the ELLs in the Special Education program follows the Push-In/Pull-out models according to their IEP's. ELLs are offered the mandated units of ESL instruction based on their ESL level of proficiency. Most of the instruction done with the ELLs is explicit and follows the mandated number of units of ESL, ELA and NLA as required under CR Part 154. In addition, students in the Freestanding ESL program receive support in their native language by our ESL teachers who speak English, Spanish and Arabic. A science teacher who speaks Bengali gives support to our Bengali speaking students.

## A. Programming and Scheduling Information

3. For the Freestanding ESL program, content area instruction is delivered in English. Students in this program get help and assistance from the fluent teachers in the school who speak Spanish, Bengali and Arabic. Pairing and grouping of students facilitates their comprehension of content in classes. Bilingual dictionaries/glossaries and visual aids are used in content area classrooms. Instruction in the Transitional Bilingual Education program is done in both English and Spanish as required under CR Part 154.

4- Spanish LAB-R is administered to Spanish ELLs who are new to New York State schools. Since all the students in the Bilingual bridging class in our school are Spanish, they receive their assessments in Spanish. They receive various formative assessments throughout the academic year that are both teacher generated, and state and city mandated. All of these assessments go through extensive data analyses by the teachers to guide instruction.

ELLs in the Freestanding ESL program get the annual state tests in math in the language of their choice if state has a translated version of the test in the language of the student. 8<sup>th</sup> grade ELLs also take the science and social studies state tests can choose to take the test in their native language if the translation is available. Test translations are available in Spanish, Chinese, Russian and some other languages. If the test is not available in the ELLs' languages they are provided with NYS glossaries that translate from English to the languages most commonly spoken by ELLs in NYS. For the ELA state test, ELLs are provided with word to word bilingual dictionaries to help them do better on the tests.

5. a- SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the Wilson Workshop model of instruction class which assists them with decoding and encoding. In addition, the Fountas and Pinnell Assessment system is utilized to offer targeted reading materials at students' specific level. They also receive reading instruction through Reading 180 program which helps them to master skills they need to progress. They get additional instruction through the extended day program in ESL, ELA and Math using "Learn It" programs that starts with evaluating students and then offers target instruction based on the students' needs.

b- ELLs in US schools with less than three years' proficiency levels were evaluated with the Pearson Predictive Periodic Assessment. The English Discoveries and ELLIS programs are added to the instruction of ELLs. These two programs will help accelerate and adapt to individual students' language skills in the three levels of language proficiency. Each of the programs has sections that deal with the four language skills i.e. listening, speaking, reading and writing. In addition they offer training and practice with language structure that helps ELLs to learn grammar. ELLs get access to computers in order to use "English Discoveries" and "ELLIS" in the classrooms and in the computer labs in the school. In addition, ELLs are offered instruction ESL instruction aligned to NYS ELA standard and starting this year ESL instruction has been aligned to ELA CCLS in order to help ELLs who take NYS ELA score the target level in that test. Mr. Maksoud and Ms. Rivera, the ESL teacher work with the ELLs in the Extended 37.5 minutes (8.00 - 8.38 a.m) Monday through Wednesday. Many of these students will participate in the after school program that starts in the first week of November. This year the school is paying more attention to helping ELLs and special education students. Both ESL teachers Mr. Maksoud and Ms. Rivera in addition to the bilingual teacher Ms. De Los Santos will teach the ELLs. ELA and Math teachers will also participate in the after school program to give support to the ELLs as needed. The program will run for one hour (3:15 - 4:15 p.m) Monday through Thursday.

c- ELLs receiving service 4 to 6 years are given additional support in after school classes in ESL, ELA and math through two programs "Learn It" and "Wilson". After school program runs from 3:15 – 4:15 Monday through Thursday. Beginner and intermediate level ELLs get instruction by Mr. Maksoud and Ms. Rivera, the ESL teacher, whereas the advanced ELLs get their instruction with one of the ELA teachers who has had training in ESL strategies. This teacher collaborates with the ESL teachers in planning the units and skills needed for these advanced ELLs. Bilingual ELLs receive instruction with Ms. De Los Santos; however, the school does not have any bilingual ELLs who have been in the program for 4-6 years.

d- Long- Term ELLs who have completed 6 years are given additional support in the form of tutoring in ESL, and State Exam Preparation in ELA and Math. The ESL teacher with collaboration with the ELA coach Ms. Hassan and Math coach Ms. Arrington plan units of study for long-term ELLs in order to help them in ESL, ELA and math. They attend after school program (3:15 – 4:15) Monday through Thursday, in addition to extended day program (8:00 – 8:38) Monday through Wednesday.

e- ELLs identified as having special needs are programmed in CTT classes. When warranted (as per IEPs) individual educational professionals are assigned to support the instruction of these students. The school wide and individual Data Inquiry teams study and evaluate the transcripts of at-risk students including ELLs. ELLs are part of the final target groups selected for Inquiry Teams to work with. Our policy for special needs students entails:

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring the newcomers and SIFE students for possible special needs.

## A. Programming and Scheduling Information

- The delivery of AIS services during, after, and as part of our Saturday School Academy.

6- The ESL teachers as well as the content area teachers who teach ELLs use different strategies that help ELLs to improve throughout their study in the school. The following strategies are in common use among the teachers who teach ELLS:

- Vocabulary and language development through which teachers introduce new concepts by discussing vocabulary and words key to that concept.
- Guided interaction in which teachers structure lessons so that students work together to understand what they read by listening, speaking, reading and writing collaboratively.
- Explicit instruction or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.
- Modeling, graphic organizers and visuals through which teacher use a variety of visual aids including pictures, diagrams, and charts to help all students and especially the ELLs to easily recognize essential information and its relationship to supporting ideas.

The materials that teachers use that provide access to academic content areas and accelerate English language development include, but not limited to:

- The “Visions” series that teaches language, literature and content using ESL strategies. This series come with audio DVD’s that helps the students struggling with their reading to read and listen at the same time to improve both listening and reading skills. The “Visions” come in four different levels that allow the teachers to provide ELLs with required skills at their levels.
- “English Now! A/B” series which comes in different levels and allows teachers to differentiate among the students based on their proficiency levels.
- “English Discoveries” a computer program that comes in 13 CD’s and that deals with all the language skills at the different levels. This program gives teachers a great opportunity to differentiate among students as each of the CD’s includes language instruction all the language skills. Students can work independently after getting instruction from the teacher on what to do.
- New York State glossaries written to help ELLs doing well on state tests are used to plan instruction for ELLs. As these glossaries contain academic vocabulary they give good opportunities to the teacher to select the vocabulary essential to their lessons and incorporate them in order to give ELLs better chances to understand.

7- The curriculum in Henry Hudson Junior High school has been designed for flexibility and versatility so that it is applicable to the diverse ELLs. The curriculum works as a guide and through collaboration of ESL and content area teachers, ELLs will be provided with quality instruction that enables them to meet school expectations, perform well on mandated assessments, and become educated and productive members of our society. The flexibility of the curriculum is essential for the ELLs as they need many modifications that teachers do based on the language proficiency of the ELLs. In IS 125 all non-speical education ELLs are grouped in three classes, one for each grade, the 6th, the 7th, and the 8th, in addition to the bridging TBE class which has ELLs in grades 6, 7, and 8. These classes have students in the 3 levels of ESL, the beginner, the intermediate and the advanced. In order to ensure that ELLs spent more time with non-disabled peers (linguistically), ESL teachers group the ELLs according to their language proficiency level, and plan instruction as to defferentiate instructions. In each of the ESL classes or the TBE, materials at the level of each student is used in order to cater for the student’s level. In addition, in the extendend day program as well as the after school program, students are groups based on their language proficiency level rather than their grade level. That way the time the students spent with their non-linguistically disabled peers is maximized. In addition, ELLs never get classes with any of the students in the special education program, unless the IEP of that student allows him/her to be with in a general education program.

Flexibility in instruction emerges from the fact that ELLs need different teaching instructions as mentioned above in point 6 of this part. The nature of the programs of ELLs that include a Push-in and Pull-out models requires a great deal of flexibility that the school offers in order to make it possible to offer the mandated ESL services at the correct number of units based on the language proficiency level of the ELLs.

### 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	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

**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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

8. I.S. 125 has a number of targeted interventions for our ELL's. The ELA interventions available include: The Wilson Intervention Program, ELLIS Language Program, Visions Literacy Program (varied levels), Read 180, English Discoveries (a computerized program) and System 44. In math, the interventions available for ELL's include: Success Maker, Great Leaps. In addition, for the 2011-12 school year we have contracted Learn-It Systems to be our SES provider for ELL's. "Learn It" has an ELL specific literacy and math program. The intervention services will be offered in English to ELLs in the Freestanding ESL program and in English and Spanish for the ELLs in the Bilingual bridging class. As for interventions for Social Studies, ELLs in grades 6 receive an extended day period of 37.5 minutes Monday- Wednesday with their Social Studies homeroom teacher, Ms. Wholy, who plans with Mr. Maksoud and Ms. Rivera the ESL teachers in the school on units of study and skills they need. ELLs in grades 7 receive similar Social Studies interventions with their Social Studies homeroom Teacher, Ms. Gaskins, who also plans with Ms. De Los Santos, the Bilingual teacher who is teaches Social Studies to the Bilingual students. 8th grade ELLs get Social Studies intervention by Ms. De Los Santos, the Bilingual teacher who is also certified as a social studies teacher. ELLs in the Bilingual program get the social studies intervention by Ms. De Los Santos too. Science interventions is offered to 8th grade ELLs by Ms. Akter, a science teacher who speaks English, Bengali and English. 7th and 6th grade ELLs are offered science interventions by Ms. Trayvilla and Ms. Capers in collaboration with Ms. Maksoud, the ESL teacher who is also certified as grades 1-6 common branch teacher. Intervention for social studies and science takes place during the extended day 8.00 – 8.37.5 Monday-Wednesday.

9. ELL's achieving a level of "Proficient" on the NYSESLAT, receive continuing transitional support for two years after they reach proficiency. The purpose for this support is to allow the students to move smoothly from ELLs programs to regular programs and to monitor students' progress while they meet State academic achievement standards. This support includes:

- Extended time on testing and the use of native language dictionaries or glossaries.
- A Third Reading of Listening Selection (English Language Arts Exams Only).
- Simultaneous Use of English and Alternative Language Editions (Not Allowed for English Language Arts & Foreign Language Examinations).
- Oral Translation for Lower Incidence Languages (Not allowed for English Language Arts & Foreign Language Examinations).
- Writing Responses in the Native Language (Not allowed for English Language Arts Examinations).

10. For the upcoming year we are in the process of purchasing the "Rosetta Stone" language program, which will assist ELL's in acquiring social language skills. In addition, although, we have the textbooks for the "Visions" series, we do not have the workbooks. We plan to purchase workbooks for all the four levels of this series.

11. We are not discontinuing any of the programs we offer to our ELL's in the school.

12. ELL's are given priority in participating in the different programs offered in the school. As our data show that a great percentage of our ELLs have not met the AYP, this year our main focus in the after school program is to involve the majority, if not all the ELLs in this program. In order to educate the students and parents about the programs offered, we communicate with the parents through meetings, letters, phone calls and informative fliers. We encourage our ELL's to participate in these programs. Data indicates that ELL's are actively participating in most of the programs offered in the school. The supplemental services offered in the schools for this year are the after

school program which we utilize the educational materials developed by "Learn It" supplemental educational services provider, and the "Rainbow" program which offers non curricular activities. The Saturday Academy "STAR" will offer ESL, ELA and math to ELLs and offer ESL instruction to their parents on Saturdays from 9:00 a.m. - 12:00 p.m. Both the after school program and the Saturday Academy have a main goal: to help ELLs and immigrant students to acquire the language skills they need in order to succeed in their studies. The rationale for offering these programs is the fact that both ELLs and immigrant students lack language skills necessary to acquire and master other academic skills. Language acquisition is a fundamental element in the success of ELLs and immigrant students. Two funding resources will be used in order to offer the after school program and the Saturday Academy. These resources are the available budget in Title III Plan and in Title III Part A Immigrant Funds, the total of \$ 25,863. These budgets will be used to pay teachers, purchase materials for the programs, offer Professional Development to teacher participating in the program, and involve parents in the education of their children.

13. Instructional materials used to support ELL's are: textbooks, workbooks, native language dictionaries, manipulatives, various computer programs and listening centers. A major component of the supplemental services makes use of Adventure ELL. Adventure ELL was created to supplement language development instruction. It is a comprehensive, research-based language development program designed for English learners at all levels of language proficiency. The program integrates listening, speaking, reading, and writing with major content areas to prepare students for success in academic classes and is an ideas intervention program for struggling English language learners. The math component offered by Learn It, is customized to state standards and is scaffolded to address each individual student's skill level. Using a variety of different teaching tools to engage students, our programs ensure that Instructors have access to effective materials. It also has a reading component which addresses the different reading skills the students need. Bilingual teacher use the Learn It math materials in order to provide the ELLs in the TBE with instruction in Spanish. Edison Learning materials are used to offer immigrant students as well as ELLs at the advanced level with instruction in ELA. Two computer programs are used to offer the students with interactive instruction. ELLIS, an ELL program with four ESL levels offers instruction and practice in the four language skills. This program supports the main language spoken in our school i.e. Spanish, Bengali, Arabic, French, and Chinese. The other program is English Discoveries, an ESL program in 4 different levels; each is subdivided into 3 levels in addition to an introductory level and a revision one. This program offers ESL instruction and practice in Listening, Speaking, Reading, and writing in addition to language structure.

14. Native language support is delivered through our TBE and ESL programs. In the TBE classroom, a bilingual Spanish/English teacher will provide instruction in the content areas. In addition, students can utilize native language dictionaries as a support. As for the ESL program, students can get help in Arabic and Bengali from teachers who are fluent in both languages. They can also use native language dictionaries and computer translation software. The support includes the test accommodations offered to ELLs during state tests such as offering the test in the native language, the use of bilingual dictionaries and oral translation of lower incidence language in content area tests.

15. We believe that the required services and resources correspond to our ELL's in age and grade level. We make sure that all the resources are age relevant to young adolescents (11-15 years) who represent the majority of our school population.

16. The activities in our school that assist newly enrolled ELL students before the beginning of the school year include providing them with translated informative materials. These materials tell them about the school and the programs available to them. They are encouraged, along with their parents, to meet with the school parent coordinator. Upon arrival to school, newly enrolled ELL's are welcome to seek help and assistance from teachers who speak their native languages.

17. I.S. 125 currently has Spanish as a language elective for ELL's.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

The school conducts professional development workshops throughout the year, focusing on differentiation through the use of instructional strategies. All English and ESL teachers as well as teachers from other content areas who teach ELLs participate in these workshops. The school has a general calendar for the professional development sessions as follows:

- a. 2 half days of professional development sessions on the 7th and 8th of September 2011.
- b. A full day of professional development sessions on November 8, 2011.
- c. A full day of professional development sessions on June 5, 2011.
- d. 37.5 minutes professional development sessions every Thursday.

The above professional development sessions will cover the following topics:

- The literacy needs of our ELL population
- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Scaffolding in the content areas
- Differentiation in the ESL classroom
- ESL in the Mathematics classroom
- ELL Look For's (survey to support educators teaching ELLs from Teachescape website)
- Inquiry training in ARIS and ACUITY
- Study Group on Differentiated Instruction
- Marie Carbo: Learning Styles
- Common Core Learning Standards
- Renzulli Learning website
- Cooperative Learning
- Charlotte Danielson Framework

The school plans to facilitate attending the following professional development sessions offered by the Office of English Language Learners:

A- ELL K-12 Literacy Conference: November 8

“From Theory to Practice: English Language Learners and the Common Core Standards”

B- School Leadership for ELL Mathematics: October 20 (first of eight sessions)

Eight-day professional development series, dedicated to improving the quality of teaching the new CCLS for math to English Language Learners, is grounded in research on mathematical problem solving. Participants must attend all eight sessions. The first session will be on Thursday, October 20, subsequent sessions will be offered on the following Thursdays: December 8, January 26, February 9, March 15, April 19, May 17, and May 31.

C- Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs: November 1 (first of six sessions)

Developing the standards for mathematical practice for English Language Learners. First session will be on Tuesday, November 1, from 9:00 a.m. to 3:00 p.m., subsequent sessions will be offered on the following days: November 30, December 13, January 19, February 13, and March 12.

D- Professional Development on Language Allocation Policy: November 14 and December 8

A one-day professional development on the nuts and bolts of the language allocation policy (LAP), offered on November 14 (Manhattan) and December 8 (Queens), 8:30 a.m.-3:30 p.m.

E- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement: October 27 and 28, November 17 and 18, December 1 and 2

Different issues involved with diversity, disabilities, and special education.

F- Distinguishing Between Language Acquisition and Learning Disabilities: November 4

Provides educators with information to help them determine why some English Language Learners (ELLs) struggle with reading and whether students' difficulties are a sign of learning disabilities (LD) or the result of second language acquisition.

G- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement: November 3 and 4, November 17 and 18, December 1 and 2

Addressing the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education., as well as the key factors to consider in the assessment of ELLs for special education.

H- Differentiating for ELLs in Science: The Literacy Connection: December 12 and 13

Engaging teachers and administrators in research-based practices in the area of content literacy and differentiated instruction for English Language Learners.

K- Integrating the Common Core Standards in the Spanish NLA Class – Secondary Level: December 15 and 16

Introducing and explaining the new Common Core Learning Standards and their role in the Spanish NLA class, as well as the necessary alignment between the instruction in NLA and the ELA classes.

L- Understanding Title III AMAOs: Accountability for ELLs: November 22

Understanding the Title III Annual Measurable Achievement Objectives (AMAOs).

#Teachers then turnkey the knowledge in their subject area as well as grade level teams.

2. Staff are provided support in identifying interventions for struggling ELLs as they transition from elementary to middle school. These include gaining familiarity with the various assessment instruments to gauge the language abilities of ELLs, resources on the web such as Acuity, Pearson's ELLs assessments, in addition to other websites that offer rich instructional content for ELLs, access to classroom libraries, bilingual dictionaries, picture books, and a set of pedagogical best practices and professional resources to develop the capacity of all educators to meet the needs of ELLs.

Teachers, parent coordinator and guidance counselor are provided with professional development sessions that offer training on how to deal with ELLs. These sessions are mainly offered by the Office of English Language Learners at the Department of Education, New York City. The parent coordinator attends sessions that offer training on how to involve ELLs and their parents in the different activities offered in the school. She also attended session on how to plan orientation sessions for parents of ELLs. The guidance counselor attended professional development session on how to deal with ELLs and the different strategies used in individual and small group counselling sessions.

3- Professional development in state tests preparation for ELL students will be provided through various conferences and workshops sponsored by the New York City Department of Education, Office of Language Learners and various colleges and universities. Q-Tel Professional Development, provided by West-Ed Corporation, will be offered for content area and ESL teachers to be trained in the implementation of ESL methodology for the subject area classroom. Additionally, the 7.5 hour (10 hour for teachers of ELL Special Education) training will be offered to faculty members who do not hold ESL or bilingual certification. The school keeps records of all ESL professional development offered to the teachers.

## 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?

1. Parental involvement is key to our mission and is supported by monthly calendars, invitation to monthly PA meetings. Our Parent Coordinator holds Parent Workshops on a monthly basis as well. Parents wishing to meet with teachers have appointments made when teachers are available. I.S. 125 has a website where parents can contact teachers as well as receive their child's homework. Each teacher posts the homework on the school website. Parents are welcome to chaperone school trips as well as class trips. Students work is displayed outside of each of the classrooms. Parent Orientation Workshops are offered to all parents in September. At these workshops the school uniform policy, monthly calendars and all activities are explained to the parents. There is a questions and answer period available after the workshop. Translation is always available for parents in the languages commonly spoken among the parents of our ELLs.

2. I.S. 125 partners with the Rainbow Afterschool Program. This program provides homework help as well as recreational activities after school. There is a sports program that is open for tryouts to all students of I.S. 125. Other programs include Woodwork, Cheerleaders, Baby Think It Over, Photography, Robotics, Chess, Hip Hop Dance, Recreation, Art, and Journalism.

3. I.S. 125 encourages the parents to express their interests in which workshops will be offered. There is also an equal amount of parents and teachers on the School Leadership Team. Parents are asked to sit in on interviews for new staff members and after school tutoring providers. The school usually studies the summary of the parent survey, and looks for the areas that need improvement and works to improve these areas. During annual ELLs meetings that takes place in the third week of September, the schools gives the parent a survey in which it tries to measure the satisfaction of the parents towards the service the schools offers to the ELLs. In addition, the survey asks the parents to express their needs and to aspects of services they believe the school can offer them. These surveys in addition to the NYC school survey are translated to the main language spoken by the parents of our ELLs. The survey developed by the school is translated by the school bilingual teachers and/or the Unit of Translition and Interpretation at The NYC DOE. During the orienation sessions and annual meetings for the parents of the ELLs, oral transilation is offered to Spanish, Bengali, and Arabic by the bilingual teachers who are fluent in these languages. On phone translitions through the unit of Transilation and Interpretation is sought for parents speak a language that non of the school staff speaks.

4. I.S. 125 provides a space for the parents to hold their monthly meetings as well as having separate space as a work area. The Parent Association and School Leadership Team meet on a regular monthly basis. These meetings are open to our school community which includes ELL parents as well as general education and special education parents.

## 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)							17	13	10					40
Intermediate(I)							9	6	12					27
Advanced (A)							21	11	15					47
Total	0	0	0	0	0	0	47	30	37	0	0	0	0	114

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>							2	5	3				
	<b>I</b>							4	5	10				
	<b>A</b>							18	12	9				
	<b>P</b>							13	3	13				
READING/ WRITING	<b>B</b>							7	6	7				
	<b>I</b>							7	4	8				
	<b>A</b>							16	11	12				
	<b>P</b>							8	7	4				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	12	1	0	31
7	15	10	0	0	25
8	14	19	0	0	33
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	10	2	21		1				34
7	11	2	10		4				27
8	14	3	18	2	6		1		44
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	15		19		22		2		58
8	18	4	13	3	5				43
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				
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)	0	0	6	1				
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.

1. The school uses a number of assessment tools to assess the early literacy skills of ELLs, such as Fountas and Pinnell, ELL Periodic Assessments, the Writing Reading Assessment Profile in addition to the LAB-R and the Spanish LAB-R. These assessments identify the needs and levels of our ELLs language proficiency and allow us to offer more small-group and differentiated learning activities.

2. The data patterns on the NYSESLAT and LAB-R reveal that most of our students in grades 6, 7 and 8 have scored on the advanced level (41.23%), followed by the intermediate level (35.09%), and then the beginner level (23.68%). Most students steadily progress to the Advanced level as they reach grade 8. The NYSESLAT Modality Analysis indicates that most of our students have achieved higher level in the listening/speaking modality than the reading/writing modality.

3. Patterns across the NYSESLAT modalities reveal that many of our students struggle with the reading and writing tasks on the exam, as evidenced by the fact that the majority of students scored at the Beginner or Intermediate levels on these modalities, while the majority of students scored at the Intermediate and Advanced levels on the listening and speaking sections of the test. As a result of this analysis, we are offering a variety of instructional supports to students: more emphasis on reading and responding to texts via the use of reading response and writing response journals; one-to-one targeted reading and writing conferences with teachers; the use of a daily oral language activity in all English and ESL classrooms to build grammar and usage skills; focusing on informational texts relevant to students' lives and interests; a daily silent, sustained independent reading activity (SSR) from independent reading materials; explicit instruction in the habits of proficient readers in regular classroom discourse such as finding the main idea, understanding how to use supporting details, finding textual evidence to support a claim, and understanding the use of rhetorical elements. All of these activities, plus constant feedback, monitoring and revising of student work is yielding positive results as more and more students are progressing to the proficient level.

4. a) ELLs, especially newcomers, generally perform better on tests taken in the native language than in English. This can be seen in the ELLs in the bilingual bridging class scores in math state test. However, ELLs in the bilingual class do not show remarkable progress in NYSESLAT compared to other ELLs who join the Freestanding ESL program.

b) School leadership and teachers regularly meet during common planning time to analyze data and evaluate students' results on different assessments, such as the ELL Periodic Assessments. Based on this analysis, they revise the curriculum maps to focus more on skills that need to be developed and to incorporate these skills in the daily instruction, as well as developing a plan to address these deficiencies through writing activities. After reteaching and reviewing areas of deficiency, students are again given an assessment and an item analysis is conducted by the ESL team to determine next steps.

c) The school is learning how to tackle the needs of our ELLs through periodic assessments as well as common instructional strategies across all disciplines that can be adapted by teachers of different subjects to improve student outcomes, such as building academic and domain specific vocabulary, annotating text, finding key details and paraphrasing and summarizing key concepts.

5. The school does not have a dual language program.

6. We evaluate the success of our programs for ELLs by constantly monitoring and revising data from multiple sources such as

NYSESLAT scores, ELL predictive test scores, and state tests in math, ELA, social studies and science to discover trends and patterns in student performance, and making necessary adjustments in curriculum, instruction, and programming to address student needs.

### 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.

N/A

## Part VI: LAP Assurances

School Name: <u>Henry Hudson Junior High School</u>		School DBN: <u>125</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Martin	Principal		11/21/11
Nelson Medinah	Assistant Principal		11/21/11
Detiberiis Wendy	Parent Coordinator		11/21/11
Nabil Abdel Maksoud	ESL Teacher		11/21/11
Lisa Mateo	Parent		11/21/11
Kandis Rivera / ESL	Teacher/Subject Area		11/21/11
Del Los Santos / Bilingual Tr.	Teacher/Subject Area		11/21/11
Matel Hassan	Coach		11/21/11
June Arrington-Pena	Coach		11/21/11
	Guidance Counselor		
	Network Leader		
Doylla Vaughn	Other <u>Assistant Principle</u>		11/21/11
Neelawattie Arjoon	Other <u>Assistant Principle</u>		11/21/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 08X125      **School Name:** Henry Hudson Junior High School

**Cluster:** 6      **Network:** 608

**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.

Using biographical data, home language survey responses, information from applications to the Henry Hudson junior High School, and review of ARIS and ATS data (RHLA Report), we identified households wherein English may not be the primary spoken language. This information was confirmed informal interview with parents and guardians during the process of registration in addition to phone calls to the homes.

- The Principal, Parent Coordinator and the ESL teacher studied the (RHLA) ATS report to determine the languages spoken by the families of our students.
- Twice a year, Parent Surveys are given. Several questions were specifically addressed to parents concerning how the school communicates with them.
- For new admits to the school, a trained pedagogue carries out an informal interview with the parent and student which gives a clear idea about the need of the parent for translation services.

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

- It was determined that 6 languages are spoken by ELLs of I.S. 125 and their families. 67.54% speak Spanish, 20.18% speak Bengali, 8% speak Arabic, 1.75% Speak Chinese, 1.75% speak French and 0.88% speak other languages. Along with these data, the team also looked at the "softer" data from our surveys concerning the parents' perceptions of how I.S. 125 communicates with them regarding their children. These two forms guided our initiatives to support translation services. These findings were shared with school staff in faculty meeting, with students through school public announcements, and with parents through school letters, Parent Coordinator Workshops, Monthly Principal/Parent Breakfast meetings, and at Parent Association meetings.
- It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents.

. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school such as parent conferences, PA meetings, monthly newsletters, etc. Our school's parent coordinator notifies parents of translations and translation options on the school's website.

- Teachers, deans and guidance counselors utilize the NYC DOE Translation and Interpretation Unit to communicate effectively with parents/guardians.

## **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.

- NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.

- In-house staff such as our Spanish, Bengali, and Arabic, speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter. The school formed a team of three bilingual teachers who speak the major languages spoken at the school (Spanish, Bengali and Arabic) in addition to the office staff whose most members are Spanish proficient, to help with oral and written translation.

- Free web-based translation solutions are also used. Google web page translation services and other online translation services such as AltaVista Babel Fish Translation are used for written communication that is not critical information regarding student news or informal areas where we are unable to attest to the reliability of the translation.

- Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops.

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

- Translators with transmitters are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. This system uses bilingual translators (wearing transmitters) who listen and translate verbally into a microphone.
- Guidance counselors, deans and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.
- In-house staff such as our Spanish, Bengali, and Arabic speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.
- Free web-based translation solutions are also used. Google web page translation services and other text translation services such as AltaVista and Babel Fish sites are used for written communication. These text solutions are then read by parents when we do not have a verbal translator.
- Outside contractors are used (as needed). However, due to the high expense of such services, these services are used infrequently.

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

I.S.125X will follow the regulations and guidelines within Section VII of Chancellor's Regulations A-663. Some of the guidelines are already in place. There is currently a sign indicating the school office location at the front entrance of the building in three major primary languages. There is also a sign in eight primary languages in front of the main office informing parents that translation services are available at their request. According to A-663, parents will receive a written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services. Parents will also be provided with the safety plan procedures of the school in the language spoken at home. In addition parents will be provided with "School Safety Plan" and the "Parents' Bill of Rights and Responsibilities" each according to language spoken at home based on the data we have on ATS. For that purpose, when a student initially registers or transfers into the school, a parent or legal guardian will be asked to specify his or her primary language and whether they require language assistance. Such inquiries will be presented to parents in English and in writing in the five most common primary languages spoken by parents of our ELLs. The data will be carefully compiled and continuously updated into the school computer system.

Budget for Translation of parent transaction services/documents: The available budget for Translation will be used to fund per session for translation services at parent involvement events, as well as to translate documents, such as Open House Flyers, Applications, Calendars, and Parent Handbook at events and New Student Annual Orientations. We can also secure funds to secure staff to attend PTA meetings who speak several languages. This was decided as a need through the use of ATS data analysis, student interviews, home language surveys upon enrollment and student applications to our school. In addition, the School safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Henry Hudson	DBN: 08X125
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: I.S. 125 is a middle school, located in the Bronx, with a rapidly growing ELL population. Currently, the school has over 19% ELL population.

To address the unique academic and linguistic needs of our ELL's, we will begin a Saturday Academy. This program will be held on 20 selected Saturdays, from 9:00 am-12:00 pm. Teachers will meet on those selected Saturdays, from 8:30 am-9:00 am, for a study group, using the book, "Collaboration and Co-Teaching, Strategies for English Learners." Teachers will implement strategies from the book into the Saturday instructional program. The program will begin on Saturday, December 1, 2012 and continue through Saturday, June 22, 2013.

The Saturday Academy will encompass ESL, ELA, and Math instruction. We will utilize the Voyager Language! program for ELA/ESL instruction, for Math we will use V-Math/Trans-Math.

As an incentive for attendance, monthly trips will be scheduled. Trips will be planned to the following destinations: El Museo del Barrio, Ellis Island, Central Park Zoo, Circle Line, Bartow Pell Mansion. During each trip students will practice their note-taking skills to jot down details and information about the trip. This information will then be used for them to create a scrapbook of their experiences throughout the program.

This program will focus on students who are at the Beginner and Intermediate level, as determined by the 2012 NYSESLAT Exam and Lab-R. Students will be grouped according to their NYSESLAT level. They will receive 75 minutes of ESL/ELA instruction from an ESL certified teacher and 75 minutes of Math instruction, by a certified bilingual teacher with a background in Math. The remaining 30 minutes will be used for structured group activities.

The goal of the Saturday Academy, is to increase the students use of conversational language (BICS) while exposing them to academic language (CALPS). By utilizing the Voyager instructional materials in conjunction with academic instruction in ESL/ELA/Math, and monthly field trips to educational and cultural institutions, students language acquisition will increase.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

### Part C: Professional Development

Begin description here: I.S. 125 has not made our Adequate Yearly Progress (AYP) for ELL's. To address this area of concern, teachers of ELL's will receive meaningful and targeted professional development, to enhance their delivery of instruction. This professional development will improve pedagogical skills, which will translate into increased student performance, therefore narrowing the achievement gap of this sub-group.

Professional development will focus on strategies for teaching ELL's such as scaffolding, vocabulary development, best practices, grouping, and utilizing data in their planning.

Teachers to receive the training include: Ms. Rivera (ESL), Ms. Ourazouk (ESL), Ms. De los Santos (Bil), Ms. Arrington (Math lead), Ms. Bradley (Math), Mr. Pacheco (Math), Mr. Nunez (Math), Ms. Theus (ELA), Mr. Dupuy (ELA), Ms. Capers (Sci), Ms. Trayvilla (Sci), Ms. Akter (Sci), Ms. Hall (Sci), Ms. Wholey (SS), Mr. Siegfried (SS), Ms. Gaskin (SS)

Professional development will be provided by Margarita Calderon and Associates, in addition to network staff. Teachers will receive four sessions of professional development, between December 2012 and April 2013.

December 2012- ELL Classroom Grouping/Data

February 2013- "Push-In" ESL...which model lends itself to our school?

March 2013- Preparing for the NYSESLAT

May 2013- Looking Ahead...What's next for our ELL program?

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Educational research shows a positive correlation between effective parental involvement and student achievement. While parent involvement is paramount to student achievement, I.S. 125 has a low parent involvement rate. I.S. 125 will work to strengthen parent involvement in our school by involving parents in school activities and decision-making in support of the education of their children. In addition, parents will personally be invited, by one of our staff members to our monthly field trips. Communication will be via letters in their native language and/or phone calls.

In April, 2013, I.S. 125 will hold an information session on the NYSESLAT and the ELA/Math state exams for parents of ELLs. Parents will be able to view a sample exam, asks questions and be given tests dates.

In addition, we will enlist the assistance of the Parent Coordinator, to increase our parent support by inviting them to be part of the PTA by attending monthly PTA meetings. Dates are:  
January 15, 2013

**Part D: Parental Engagement Activities**

February 12, 2013  
 March 19, 2013  
 April 16, 2013  
 May 14, 2013  
 June 18, 2013

We will also schedule a college visit in the spring (April, 2013), inviting parents of ELLs to take part in the event. Students and parents will walk through the day in the life of a college student, including sitting in on classes and having lunch in the college café. Parents will be notified of all events through letters and phone calls in their native language. The above will begin in December 2012 and last until May 2013.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$h0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

