



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: IS 289: HUDSON RIVER MIDDLE SCHOOL

DBN (i.e. 01M001): 02M289

Principal: ZEYNEP OZKAN

Principal Email: ZOZKAN@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: REX BOBBISH

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Zeynep Ozkan	*Principal or Designee	
Stephen Husiak	*UFT Chapter Leader or Designee	
Jennifer Vecchio	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Anne Albright	Member/ Elected Parent	
Ellie Murphy	Member/ Elected Parent	
Patricia Laraia	Member/ Elected Parent	
Marc Todd	Member/ Elected UFT	
Krista Hanson	Member/ Elected UFT	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
n/a	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Increase to 70% the number of students in the 75th growth percentile for both Math and ELA among students with IEPs and for Math among students in the lowest third citywide.

Comprehensive Needs Assessment

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

The school overall was in the 97% performance rating on the progress report, yet the student performance on state tests dramatically decreased. After analyzing the data, the categories with the largest growth were the 75th percentile growth margins for both the special education students as well as the lowest third citywide. However, as mentioned earlier, student performance went down between 2012 and 2013. Given the new tests and the unknown nature of how revisions will affect testing this year, the more important goals for students must be their overall growth percentiles rather than their overall performance this year. The school should aim to maintain the large growth they demonstrated last year in ELA for the lowest third citywide and should then aim to increase the percentages in Math and ELA for students with IEPs and Math for the lowest third citywide.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1) All students with IEPs will have an intervention class at least two times per week.
- 2) The general education students in the lowest third of each grade, depending on their needs, will be assigned to one literacy intervention or one math intervention class each week.
- 3) All self-contained special education students will receive seven periods of math each week, three from the homeroom teacher and four from a special education certified math co-teacher.
- 4) All ICT students will have a special education co-teacher in all math and literacy class periods.

B. Key personnel and other resources used to implement each strategy/activity

- 1) Personnel were realigned in the 2012-2013 school year. Those changes will remain in effect for the 2013-2014 school year. The seventh grade Literacy position was filled with a veteran teacher, Jennifer Brogen, with extensive knowledge in the instructional methods of the Reading and Writing Workshop.
- 2) Each grade has one ICT teacher scheduled full time in the Literacy and Math classes. These teachers, Jessica Collins, Cynthia Kerns, and Krista Hanson, also teach the intervention classes for students with IEPs in that grade.
- 3) Professional Development for each of the key departments is scheduled with: 1) Math coach Lisa Parzaile from CFN 101 is scheduled to work in a 6 week cycle with the math team, 2) Special Education specialist Nick Chavarria is scheduled to work in a 6 week cycle with the special education team, and 3) the PD Coordinator, Christina DiZebba, is a senior member of the Literacy team and is organizing development for the entire team throughout the year.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Fall: NYC Performance Assessment Baselines are administered to all students. Reading Level Assessments are administered to all students with IEPs.

Winter: Reading and Math benchmarks will be administered within classes using department-chosen assessments.

Spring: Pre-exam groups will be created for small groups using the benchmark assessments as part of the 'testing as a genre' units done for math and literacy.

D. Timeline for implementation and completion including start and end dates

Fall: Schedule students into their intervention classes during the school day. Administer baseline assessments. Provide real-time results of assessments to families through the online tracking program called JumpRope.

Fall and Winter: Students conduct student-led conferences with their families, providing families with evidence of student growth.

Winter: Math, Literacy, and Special Education professional development cycles will occur. Benchmark assessments will be administered for reading and math.

Winter and Spring: Teachers revise their intervention classes and curriculum based on the analysis of the state data from spring of 2013, the benchmark data from the current year, and their professional development cycles.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The schedule is changed to accommodate intervention classes for math, literacy, and special education teachers. Baseline assessments are graded and studied as part of the first school-wide professional development cycle.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1) Real-time reporting of student progress using an online tracker called JumpRope.
- 2) The October Learning Series for parents includes a workshop on the Math curriculum and assessments as well as the Literacy curriculum and assessments.
- 3) The school's website is being updated to include more resources for families.
- 4) A monthly email blast to families has been initiated, which is also posted online, that outlines curriculum and due dates for each core class.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Annual Goal #2

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

All units in all core courses will be aligned to the Common Core Learning Standards as demonstrated by the development of UbD unit plans for all units. Within these units, each Competency that has been studied within the school's professional development program will be aligned to the relevant CCLS.

Comprehensive Needs Assessment

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

The school began aligning units to the CCLS two years ago. This not only ensures curricular alignment with the CIE goals and state testing requirements, but also keeps instruction prioritized on standards based assessments that are competency-based and thus within the curricular philosophies held at the school. This goal is also aligned to the Danielson Domains 1 and 4 and is intended to provide support for faculty in their professional development as curricular lesson planners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Teachers will use CCLS and other state/national standards as the foundations for their curriculum maps and unit designs.
New rubrics will be designed with alignment to CCLS and Competencies.
Each department will have aligned all Competencies studied to date with CCL standards to assessments and rubrics.
Professional Development will include units of study in a focus area Competency such as Investigate or Communicate as well as a year-end reflection and refining of CCLS units.

B. Key personnel and other resources used to implement each strategy/activity

Christina DiZebba, an effective senior Literacy teacher, will coordinate professional development in the 2013-2014 academic year.
Funding for teachers through the CIE to design units and study each other's classes is allotted in Galaxy.
The Math staff developer from the Network will join the faculty for a 6 week study.
The Literacy and Math teachers will participate in unit development PD provided by the CFN.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

All curriculum maps will include CCLS anchor standards by the end of June.
All unit plans will be in UbD format and will be aligned to both CCLS and Competencies by June.

D. Timeline for implementation and completion including start and end dates

Fall: Faculty chooses the next Competency to study and then aligns it to the CCLS.
Winter: Using a Competency of choice, the faculty revises units and assessments to support the development of the CCLS and the Competency.
Spring: All units are revised, through reflection, to include and develop all previously studied Competencies and the CCLS.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The faculty has chosen an SBO that includes 50 minutes of professional study each week. The course of this study, while directed by the principal, is chosen by the faculty and led by the PD Coordinator, Christina DiZebba. Release time is provided for planning work within departments.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The "October Learning Series" is a series of workshops for families to explain the Literacy and Math curriculum, as well as how the workshop model is used in Science and Social Studies. Faculty members are piloting ways of posting information on the website. In late spring, the website will also include curricular resources such curriculum maps aligned and linked to the CCLS and Competencies.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

Improve teacher effectiveness by increasing the number of formal and informal observations and using the new evaluation system, Advance, to analyze the data.

Comprehensive Needs Assessment

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

IS 289 must enhance teacher development in compliance with new state regulations. The school has traditionally keep feedback and evaluation informal. During the school's leadership transition this year, the new principal will have to adopt a state & citywide system within a school culture that has never experienced, nor needed, oversight in that manner. The priorities for evaluation and development will need to align with the schools other goals and therefore will begin with new teachers, then special education and developing teachers, then math teachers, and finally the remaining veteran teachers at the school. Since informal observations and feedback have been the traditional mechanism of evaluation at the school, that old structure will need to undergo revision during the fall so that full implementation of Advance can begin in the winter. The focus areas for this will not only include Domains 1 and 4 from CEP goal #2, but also, and more explicitly, Domain 3.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Faculty will choose the priority level for the Danielson unit of study in their professional development.

Within that unit of study, faculty will use the rubrics to identify professional goals.

Using the Danielson rubric, faculty will choose components in Domain 3 to study closely within our school using learning walks, modified lesson study and reflection.

The principal will create an observation schedule to ensure that all observations are completed in a timely manner due to the condensed timeline.

B. Key personnel and other resources used to implement each strategy/activity

Christina DiZebba will attend citywide professional development on the Danielson framework. She will also work closely with the network's talent coach, Cristina Solis, to develop her own understanding of the domains and to identify resources for the faculty to use during the course of study. The principal, Zeynep Ozkan, will conduct the observations with the assistance of an Assistant Principal, when one is hired.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Teachers will self-evaluate at the beginning of the unit. Principal evaluations will support their development, and then teachers will self-assess as the end of the unit. The use of an observation matrix that allows the principal to see overall trends among the faculty will be incorporated into the creation of future professional development plans.

D. Timeline for implementation and completion including start and end dates

Fall: Faculty choose sequence of the PD units of study. The principal engages in walk-throughs and informal 'debriefs' with faculty, using Danielson language in the

discussions.
 Winter: Faculty self-assess, make personal professional goals, and engage in a Danielson professional unit of study. The principal begins official informal evaluations in the following priority order: 1) new teachers, 2) special education teachers, 3) math teachers, 4) all other untenured teachers, 5) all tenured teachers. Formal observations will be scheduled for the months of February or March, aligned to be in the middle of the Danielson unit of study.
 Spring: Faculty self-assess and revise curricular units according to lessons learned through the Danielson study and from principal feedback.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The faculty have chosen an SBO that includes 50 minutes of professional study each week. The course of this study, while directed by the principal, is chosen by the faculty and lead by the PD Coordinator, Christina DiZebba. Release time is provided for planning work within departments and grade teams.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Not applicable.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Develop a parent, student, and faculty workshop series to meet the interests of the community. This includes: Bullying Prevention, Anxiety Reduction, Handling Homework, Healthy Relationships, Internet Safety, and Money Management for the Teenager.

Comprehensive Needs Assessment

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

In the previous year's SLT, parent and faculty developed a "wish list" of workshops. Each workshop topic was developed to address a perceived need by a stakeholder in the community. The SLT then updated the list to better reflect the needs of the community and began studying mechanisms by which workshops could be implemented. These included workshops for students, for faculty, and for parents.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

The SLT will narrow the topic list. Then each member will 'adopt' a topic to do research on organizations and presenters with whom to contract workshop services. The SLT will then approve said workshops and will use a PTA budget line to fund the contracts.

B. Key personnel and other resources used to implement each strategy/activity

Members of the SLT will lead the research and presentations. The PD coordinator and principal will arrange in-school events. The PTA and principal will arrange out-of-school events.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Each event will have an evaluation form for the participants to complete. This will provide an opportunity for the SLT to better develop future workshops.

D. Timeline for implementation and completion including start and end dates

Fall: The SLT will narrow the topic list. Then each member will 'adopt' a topic to do research on organizations and presenters with whom to contract workshop services. One workshop on adolescent development, by Dr. Hallowell, was already scheduled for October as part of the October Learning Series.
 Winter: The SLT will then approve said workshops and will use a PTA budget line to fund the contracts.
 Winter and Spring: The workshops will be conducted throughout the winter and spring.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

See A, B, and D above.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The SLT used parent input to develop the workshop topics. The PTA created a regularly emailed newsletter to communicate to families events occurring at school. The parent coordinator will circulate flyers, translated into Spanish and Chinese, so that families without internet will also have access to the event information. The events will be scheduled for mornings and evenings so that the largest number of families can attend.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The PTA will sponsor these activities using their pre-approved budget line.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Evidence for arguments and student-to-student discussions.	Small group	During school
Mathematics	Fluency and math practices.	Small group	During school
Science	Evidence for arguments and student-to-student discussions.	Small group	During school
Social Studies	Evidence for arguments and student-to-student discussions.	Small group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pragmatic Speech, At-Risk Counseling for socialization and emotional issues, Behavior plans for problematic and disruptive behaviors.	Small group	During school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection between school and families in order to support student achievement. School staff and families agree that this Compact outlines how families, staff, and students will share responsibility for improved academic achievement.

I. School Responsibilities

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

- using school 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.

Support home-school relationships and improve communication by:

- conducting family conferences during which the individual child's achievement will be discussed;
- arranging additional meetings at other flexible times for those families who are unable to 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 family programs, meetings, and other activities in a language or format that families can understand;
- involving families in the planning process to review, evaluate and improve this Compact;
- providing families with timely information regarding performance profiles and individual student assessment results and other pertinent information;
- ensuring that the School-Family Compact is available to parents each year.

Provide families reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking families;
- notifying families of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for families to observe classroom activities;
- planning activities for families during the school year, such as family conferences.

Provide general support to families by:

- creating a safe, supportive, and effective learning community for students and a welcoming respectful environment for parents and guardians;
- by providing opportunities to learn about academic achievement standards and assessments as well as how to monitor their child's progress by (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration, and partnering with all members of the school community;
- supporting parental involvement activities as requested by families.

II. Parent/Guardian Responsibilities:

- monitor my child's attendance, ensure that my child arrives to school on time, and follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by scheduling a 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 on the amount of time my child watches television, plays video games, and uses a computer for non-school purposes;
- promote positive use of extracurricular time such as extended-day learning opportunities, clubs, sports, and/or quality family time;
- discuss school rules and regulations with my child and require him/her to follow them;
- volunteer in my child's school or assist from my home as time permits;
- participate in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about my child's education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms, and notices as requested by the school;
- participate in the development, implementation, evaluation, and revision of this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve, to the extent possible, on advisory groups (e.g., School or District Leadership Teams);
- share responsibility for improving the 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;
- resolve disagreements or conflicts peacefully;
- always do my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 02	Borough Manhattan	School Number 289
School Name IS 289: Hudson River Middle School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Zeynep Ozkan	Assistant Principal type here
Coach	Coach type here
ESL Teacher Lauren Machowsky	Guidance Counselor Emily Kustal
Teacher/Subject Area Jessica Collins/Spec. Ed.	Parent Jennifer Vecchio
Teacher/Subject Area type here	Parent Coordinator Sandy Leung
Related Service Provider Elana Feinerman	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	293	Total number of ELLs	2	ELLs as share of total student population (%)	0.68%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				1		1	1			2
Total	0	0	0	1	0	1	1	0	0	2

Number of ELLs who have an alternate placement paraprofessional: 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
Chinese														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)							2							2
Total	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1			2
7					0
8					0
NYSAA Bilingual (SWD)					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			2						2
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
IS 289 using TCRWP's running records and performance assessments to track student performance.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
With only two ELLs, there is insufficient data to conclude that any patterns exist.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Although the data above is insufficient to draw conclusions, classroom and internal assessment data is used. These two students are in need of extra writing and comprehension support above all else.
4. For each program, answer the following:
 - a. 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?

There is insufficient data for patterns across proficiencies and grades. ELLs at IS 289 take tests only in English, preventing a comparative analysis with native language assessments. IS 289 does not administer extra ELL specific assessments through the Periodic Assessment framework. Rather these students are assessed in an ongoing basis through their ESL and classroom teachers. Those assessments are published through our online tracking program so that all teachers and the child's parents can view the data.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
First, there are strong classroom structures to support all learners. Curriculum based on projects and student choice provides many opportunities for students to access content in various ways. Interventions are offered for specific needs during the school day for ELA and Math. ELLs have an ELL teacher assigned to them to manage their cases.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students's ELL and FELL status is included in every class list provided to teachers. Teachers create interventions to support the needs of students as they are identified.
7. 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?

Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As ELLs academic performance improves, we see it in state test score growth as well as graduation from the NYSESLAT exam.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Any student not previously enrolled in the DOE who registers at IS 289 is given the home language survey (HLIS) and/or oral

interview Laura Caccavale, pupil accounting secretary, or Emily Kustal, guidance counselor, or Lauren Machowsky, ESL teacher. If necessary, Ms. Machowsky administers the LAB-R or Spanish LAB within 10 days of a student's arrival at school.

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.
Each family whose child is identified as an English Language Learner meets with an administrator/designee and a translator, if necessary, within 10 days of identification. The administrator/ designees are: Zeynep Ozkan, IA Principal, and Emily Kustal, Guidance Counselor. The translators are Sandra Leung for Chinese and Anne-Marie Starkey for Spanish. After the LAB-R is scored, the school sends the family an Entitlement or Non Entitlement Letter in the preferred language. The Principal or designee assists the family in exploring schools for each option. We inform the families that in the New York City Department of Education there are three program options for ELLs: Transitional Bilingual Education (TBE), Dual Language, and freestanding English as a Second Language (ESL). In TBE and freestanding ESL programs, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). ELLs in Dual Language programs can be instructed in both languages from kindergarten through 12th grade. ELLs do not need to exit the program once they reach proficiency. Families may view a video explaining the program choices as well if the family chooses. If the family request a TBE or Dual Language program, the principal or designee contacts the ELL Specialist in the Network to support the school in identifying schools with the option desired.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The home language survey is submitted along with other required documents in order to enroll in the school. The parent is given the documents to complete at school when the parent brings the child to school for enrollment. The administrator or designee provides the family with the Parent Survey and Program Selection Form in the preferred language, and requests that the family return the forms to the parent coordinator.
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.
IS 289 has only a Freestanding ESL program since there is an insufficient number of students to implement a Transitional Bilingual Education program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher attends the professional development sessions offered by the city each year to stay abreast of the latest updates. That teacher also coordinates the scheduling of students so that all four sections are administered according to the administration manual's directions that year. The testing coordinator then secures the tests and monitors that the procedures are followed.
6. 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.) 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. 
Our data over 15 years indicates that parents prefer a Freestanding ESL program. Only once has a family opted to transfer to a Transitional Bilingual Education program in another school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The ELL program is largely push-in. On the discretion of the teacher, the students may be pulled out for additional support outside of the general education classroom. The ESL students are scheduled into heterogenous classes.
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)?

The students know that the push-in teacher is the ESL teacher. She pushes in for three 70 minute periods, thus totalling more than the required minutes.
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 foster language development and meet the demands of the Common Core Learning Standards.

The program uses a whole language thematic approach and teaches learning strategies and vocabulary which support ELLs in their general education classes. All four language acquisition skills—reading, writing, listening and speaking—are facilitated. ELLs read and write for authentic purposes, individually and in partnerships. The Balanced Literacy Model is incorporated in to the ESL program. Instructional strategies include read alouds, shared readings, guided reading, literature responses (oral and in writing), and written journals.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not evaluate students in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As stated in question #3, all modalities are already required and practices in all content areas. The ELL students receive additional explicit instruction in all four modalities as part of the teacher's curriculum. Additionally.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

This school has not had any SIFE students in the last 5 years and thus has not created a current separate instructional plan for these students. Student's with IEPs receive extra support from their service providers. Teachers work with students to compile word lists and to develop content area vocabulary. The focus with regard to long term ELLs is two-fold: increasing access to content specific domains as well as preparing students to pass the NYSESLAT. ELLs who need additional support may receive other services, including summer school instruction, counseling, peer tutoring, and other extended day academic services. Students who recently passed the NYSESLAT receive testing accommodations as per the state regulations. Additionally, those students are identified on class lists for

teachers.

7. 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?

Each content area continually tries to develop their content specific libraries. These libraries are also being leveled throughout the year. Not only does the librarian assist in selecting appropriate books for students in English and their primary language, but classes also have libraries with leveled books. Students read a variety of genres, both fiction and non-fiction. Special emphasis is placed on supporting the literacy work—reading, writing, and speaking—of the students’ classes. Instructional materials include DVDs, CDs, magazines, and games.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students are scheduled with push-in services. Small group and pull-out options are available at the teacher's discretion to support the student's academic needs.

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:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

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

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

Native Language 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.



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

9. 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.
All content teachers receive training in the inclusion of strategies to support ELLs in accessing content, including visual supports. For students who score level 1 or 2 in math and ELA, we provide intervention classes during the school day.
 10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We are continuing the same structures we used last year, when every student in the program tested out of the program.
 11. What new programs or improvements will be considered for the upcoming school year?
We have added the flexibility of push-in or pull-out options.
 12. What programs/services for ELLs will be discontinued and why?
There is no plan to discontinue and programs/services for ELLs.
 13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Classes are heterogeneously grouped; there is no programming that would exclude ELLs. To the extent possible and appropriate, ESL support is provided as a push-in service.
 14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instructional materials include differentiated written texts, visual supports, audio books, and laptops with auto-correct programs for grammar and spelling. In addition, all students have accounts with Rosetta Stone to support English-language or other language acquisition.
 15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
There is no programmatic native language support for students. Any support is incidental, since we have Chinese- and Spanish-speaking personnel in the school.
 16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Students have access to leveled texts in their heterogenous classes. It is not grade specific, but rather level specific.
 17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
All school information, including handbooks, supplies lists, etc., is translated and made available to newly enrolled ELL students at the beginning of the school year. There are no summer programs for new ELLs. All students new to the school attend a 'new student lunch group' to help students make a successful transition to IS 289.
 18. What language electives are offered to ELLs?
All ELLs are offered classes in Spanish language, the only foreign language taught in the school
 19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- Not applicable.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The Literacy coach, Mary Erenworth, has worked with ELA teachers regularly on differentiation and conducts professional development for the whole staff throughout the year to align reading and writing within the content areas. Current professional development is concerned with competencies and helping increase access for all students to content area and skill based standards from the Common Core. Additionally, in the spring of 2009, Emily Kustal attended an APEX workshop for ELL instruction; she uses some of these strategies as she assists students with their transitions to middle school and as they plan for high school.

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M289 School Name: IS 289: Hudson River Middle School

Cluster: 1 Network: CFN 101

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

Part A: Needs Assessment Findings

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

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

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

Approximately 80% of IS 289 families are fluent in English. Our major findings this year are that there are at least 19 languages spoken in the homes of our students, but almost two thirds speak English. Over one fifth of the families (20%) speak a Chinese language such as Cantonese, Mandarin or another dialect. Less than 5% of our families speak Spanish.

Part B: Strategies and Activities

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

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

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

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

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

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