



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HENRY HUDSON
DBN (i.e. 01M001): 08X125
Principal: LORIANNE DIMARCO EVANKO, I.A.
Principal Email: LDIMARCOEVANKO@SCHOOLS.NYC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: RUDY RUPNARAIN

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
LoriAnne DiMarco-Evanko	*Principal or Designee	
Aliza Fuentes	*UFT Chapter Leader or Designee	
Ebony Genross: resigned/ Beatriz Gutierrez New president	*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	
Doylla Vaughn	Member/ Assistant Principal	
Matel Hassan	Member/ Teacher	
Listette	Member/ Parent	
Becky Laboy	Member/ Parent	
Melissa Gaskin	Member/ Teacher	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 08X125

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	462	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	13	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.2%	% Attendance Rate			90.5%
% Free Lunch	90.2%	% Reduced Lunch			5.0%
% Limited English Proficient	16.8%	% Students with Disabilities			20.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American			12.8%
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander			26.4%
% White	2.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.18	# of Assistant Principals			3
# of Deans	1	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	2.4%	% Teaching Out of Certification			12.9%
% Teaching with Fewer Than 3 Years of Experience	4.9%	Average Teacher Absences			6.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4			8.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			51.0%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			67.8%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

The first strength of IS 125 Henry Hudson focuses on frequent cycles of observation which have led and are continuing to lead to enhanced teaching practices, targeted professional development and ultimately student growth. The observations of teaching and curriculum planning enabled us to appropriately align our findings with supports, resources and a common frame for implementation of rigorous and coherent curricula including performance tasks to the Common Core Learning Standards. Our laser like focus on data gathering and analysis proved that literacy across the content area was a major factor that would enhance reading teaching strategies in all classes if we used best practices to address our students' significant gaps in reading and huge need for emergent reading strategies.

Another strength of IS 125 is the utilization and implementation of the workshop model and collaborative grouping for all teachers in many classes on a daily basis. The collaborative grouping allowed for teachers to engage students in discovery learning activities, discussion in "turn and talks" and independent and guided learning and practice.

Another strength of IS 125 is the Data Analysis Teams ability to carry out comprehensive data analysis and use data in a timely manner to decide on best practices to use in curriculum planning, teacher instruction, professional development decisions, intervention decisions and school environment and safety.

Describe the areas for improvement in your school's 12-13 SCEP.

Parent engagement was not as strong as we would have liked. We had difficulty outreaching to our very diverse pool of parents and families, thus we had a committed group of parents, albeit a small group of parent involvement. In addition, we wanted parent engagement that connected to student's academic success and it was evident that we did not have the expertise needed and we needed training in facilitation and outreach for parent workshops and learning experiences. In addition we were not familiar with many of the DOE resources and support groups available. We realized that we had to work together to analyze the needs of the parents and help the school staff to effectively outreach to our students families.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

IS 125 Henry Hudson anticipated/non-anticipated barriers were loss of **human capital**. We knew that we were starting off the year with one Math teacher who would go out on leave, but did not anticipate that math teacher on leave until the following year. There were no ATR's to fill math positions, nor any math applicants that we could draw upon to fill those positions, so we had to rely on Substitute teachers, our existing math teachers (coverages) and Afterschool and Saturday intervention to fulfill math curriculum.

In addition, our school psychologist did not return from leave until mid -January so many of our student's with IEP's were not serviced in a timely manner. We also lost one of our ELA teachers 2 weeks into the 2013-14, school year, who did not return for the entire year and it took months to establish a full time ATR to fill the position. In addition, one of our Social Studies teachers had gotten extremely sick and we had to cover her position for several weeks and intermittent days as she struggled to regain her health. We also started the school year with a loss of two senior secretaries, and began with a school secretary who was very limited in secretarial knowledge.

The second and equally powerful challenge was beginning the year with an incomplete schedule. The outgoing principal still had not completed a schedule by August 27th when the new Principal took over the school. It took months to finalize the schedule;

and it was by January that IS 125 had a working, consistent schedule. We could not implement MSQI with any form of fidelity and the students did not benefit from the MSQI grant to the full extent that they should have if a schedule was in place.

The third challenge was the disruption that the move of I.S. 125 encountered due to downsizing. The school year began with limited working electricity in the main office, limited administrative computer use, missing material and furniture and supplies for much of the 2012-13 school year.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

We were highly successful.

Were all the goals within your school's 12-13 SCEP accomplished?

Yes	X	No
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If all the goals were not accomplished, provide an explanation.

: Goal 4 Differentiation of instruction continues to evolve. Through Data Analysis we were able to make decisions based on students' needs and knew that we had to build human capitol in Reading Recovery and Reading Instruction. Teachers are working consistently in cooperative groups and multiple points of entry for students is taking place with more frequency than before. Data informed us that teachers needed professional development grounded in best practices in order to differentiate for the multi-level of reading targets in each class. With that said, as evidenced by data new 6th grade students are entering IS 125 significantly below grade level upwards 65%.

All other Goals have been met and continually to be enhanced and improved based on data evidence and student/teacher needs.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

Human Capacity

Two of our teachers are going on leave by December 2013 and January 2014, one a Humanities Special Education Teacher and the other a Science teacher, the Science teacher we knew ahead of time and we were able to create a plan, but the Special Education teacher we did not know ahead of time. In addition the math teacher that went out on leave last year was scheduled to return for the 2013-14 school year but extended her leave until the end of the 2013-14 school year. In addition, another Math teacher that went out of extended leave last year did not return. As of November 2013 our Science teacher has resigned by December 31, 2013. We may also be losing one of our Humanities teachers for January 2014 out of extended leave. Support service provider school psychologist started with us on Nov 4th. Lastly, our Parent Coordinator has been out on leave from early November and will be out until Mid-January 2014 or longer.

The school is also dealing with the loss of teaching positions for the start of the school year which has impeded the intervention plan created through MSQI data to exist in small groups throughout the 3rd period. We wanted small groups of 20 or less but we are unable to create small groups for all students. We were able to adhere to flexible to individual student's needs by scheduling Period 3 Intervention not as a "whole class" period but by individual students needs. In addition I had wanted to pair teachers in some classes for team teaching and now we can only do that with limited/few classes.

Clean and Safe Environment

I.S. 125 Henry Hudson school was not subject to opening day procedures by the custodial staff. For example, very minimal rooms were waxed and cleaned. Removal of furniture that was clearly labeled and scheduled to be removed was not. If not for our teachers and staff working through the holiday weekend we would not be ready to open.

We are trying to work with the custodial department to keep a clean and healthy safe environment for our students, but this has brought much frustration and little success. We are hopeful with the new Head Custodian that we can realize our goal of a clean environment for our students and staff.

PA to PTA

We are having difficulty with coordinating a PA board. Our parents are having personal problems and much of the parent association responsibilities becomes administration and teachers responsibilities such as (organizing Prom, Graduation, Ring

Ceremony, etc.) so it would be more beneficial to have a PTA so that the teachers can help the parents.

List the 13-14 student academic achievement targets for the identified sub-groups.

- ELL populations
- SWD
- Below Grade Level students in Math and ELA

Describe how the school leader(s) will communicate with school staff and the community.

- Email
- Parent teacher conferences/ additional Level 1 and 2 conferences
- Monthly newsletter
- SLT, PA meetings for parents and staff
- Staff/Students Information White/Black Board outside of Administrator Office
- School Messenger
- Personal phone calls/ requested phone calls by PC and Dean
- Backpack notes
- Greet parents
- Welcome parents to different school functions
- Translations of documents in different languages
- Parent volunteer/ staff volunteer translators

Describe your theory of action at the core of your school's SCEP.

IS 125 Henry Hudson has a shared common vision of high expectations for all of our students including our subgroup students through a focus on literacy. Achievement of all subjects is supported and depends on a student's ability to read. We believe that through frequent collaboration faculty can customize strategic goals and actions to enable all students' access to the CCLS with positive outcomes. IS 125 is dedicated to all our children learning and the entire school community is responsible for having students learn. We have created a culture that is steeped in academic success with reading as our number one priority. Classrooms are filled with reading material and students are strongly encouraged to read many different genres and types of print. Through high quality professional development and administrator support, teachers are given the opportunity to learn deeply about "learning to read" and becoming a "reading teacher". Teachers are given targeted and specific professional development that is sustained through frequent sessions and common planning. Middle school teachers are changing their mindset from one of content area "only" teachers, to learning to become emergent and beginner "Reading Teachers", due to the significant population of 6th graders entering anywhere from a K-5 reading level.

Describe the strategy for executing your theory of action in your school's SCEP.

IS 125 Henry Hudson Administration and Staff are taking a wraparound approach to meet our students' academic, social and emotional needs. We are looking at the child holistically and supporting them in every way that we can through using best practices and programs that are researched based and proven effective. With our attendance team we frequently monitor a watch-list of students that exhibited and continue to exhibit poor attendance from their elementary school, and our school and we meet weekly to discuss ways in which we can be proactive instead of reactive. We have attendance rewards put into place including educational trips for perfect/improved attendance.

Our Child Study Team meets every week.

We have 3rd period intervention for math and ELA, Success highway to help the emotional and social well-being of the students to cultivate self-esteem, lower stress and anxiety etc. Our guidance counselor and social worker is working with student groups including our hold -overs and at risk population. We have implemented a robust afterschool intervention, enrichment program and weekend program.

We are flexible in scheduling our special education students and our ELL student population.

PD is planned around the common core and the students and teacher's needs. We have several programs that are integrated; Kagan (Cooperative Learning strategies), Metamorphosis (Math), MSQI (Reading) and Response To Intervention (Reading and Writing) all working together.

List the key elements and other unique characteristics of your school's SCEP.

The **school schedule** is the center of IS 125 and is the tool we use to implement all of our strategies. In collaboration with Administration and staff we worked to create a schedule that would be flexible and thoughtful, including afterschool and weekend learning opportunities to enhance student achievement.

The 7 period day (allows longer periods of instruction 57 minutes); less time for transition of classes.

The elimination of homeroom allows us to re-capture 15-20 minutes of instructional time per day; cumulative of (1 hour 15 minutes of instructional time gained per week; more than 1 week of instructional time gained over a year)

The one lunch period allows our teachers to have a common planning time each and every day, and frees up office staff, dean, and administration to focus more on instructional work. We are able to provide teachers systematic access to pedagogical support, materials and training aligned to CCLS consistently and comprehensively. This time allows for teachers to develop and create appropriate common assessments data across content areas.

The change from ELA and Social Studies as separate classes to Humanities allows formal integration of reading across the content areas and allows 6th graders to spend more quality time with their teacher, 4 periods with Humanities teacher.

The building of MSQI Word Generation into the schedule has allowed for consistent daily use.

Ending Circular 6 for teachers allows them to use their preparation and administrative periods more efficiently and effectively to common plan.

Pairing some teachers with teachers who will be going on leave, allows for a more smooth transition for the students when the teacher leaves the school.

C0-teaching in some classes additional to ICT classes allows for students to receive more differentiation and for teachers to learn craft and skill from one another.

Professional Development

Professional development is another structure in place to enhance teaching and learning. Administration ensures that all staff receive professional development support to consistently provide professional development as a shared understanding of skills and behaviors to address the academic, social and emotional needs of our students. A year -long Teachers, RTI for administration and teachers, TCRWP, for coaches, teachers PD, on a consistent and sustained basis. In addition, we provide Professional Development Books and Video Resources for all teachers and para-professionals.

Weekly in house PD for all teachers and para-professionals includes but is not limited to Danielson Framework for Teaching, Close Reading, Read Aloud, Guided Reading, CCLS ELA and Math Shifts, Curriculum Mapping.

Curriculum and Planning Development

Administrators make a conscious effort to attend daily/weekly common and grade planning sessions to ensure the implementation of rigorous and coherent curricula appropriately aligned to the CCLS. In addition, administrators monitor and help adapt curriculum to meet the needs of the students. Unit development for the new Code X for Humanities and Connected Math is being created and adapted to develop units aligned to CCLS and administration is an integral part of this process. Administration facilitates that protocols are used for looking at student work, creation of CCLS unit aligned curricula, and supporting teachers with professional development that comes from the common data and conversations.

commitment to Kagan; Cooperative Learning Coaching and PD sessions, Metamorphosis, Coaching for math teachers, MSQI PD for content area

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

4 Administrators

1 Dean

3 Content Area Coaches

4 Team Teachers

1 MSQI Lead Teacher

1 IEP Teacher

Retired former Educator to work with staff for ELL's and SWD

Each Administrator is in charge of a content area; formal and informal observations, feedback

- Bi-weekly cabinet meetings
- Attendance weekly meetings
- Child Study weekly Meetings
- Coach Meetings
- Common Planning Meetings weekly
- Grade Meetings weekly

Dean works pro-actively with the administrators, teachers, staff and school security.

- Administration works with dean to monitor lunch, prepare and implement staff and student professional development and assemblies

Coaches work to help teachers, disseminate material and key resources

Team Lead Teachers keep minutes, agendas and sign in sheets as well as co-facilitate the common planning meetings

Assessment: Teachers looking at student work during common planning, once per week.

- TCRW
- Baseline
- Performance Tasks
- DRP
- Success Highway
- DIBLS
- Pre and post- tests (formative and informative)

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

SOP 3.3 (Units and lesson plans) (Curriculum Development and Support: Strengthen the design of new curricula and academic tasks to consistently support rigorous and cognitively engaging learning opportunities for all students. Quality Review April 9-10, 2013 pg. 5. QR

Review Type:	QR	Year:	April 2013	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.

x	2.2 School leader's vision	X	2.3 Systems and structures for school development
x	2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teachers will enhance a minimum of two units in Humanities (Code X) and Math (CMP3) for all grades to include academic tasks that support rigorous and cognitively engaging activities for all student groups, as evidenced through revised lesson planning and unit modifications within the core curriculum."

Instructional Strategies/Activities

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

▪ Strategies/activities that encompass the needs of identified subgroups

1. All curriculum units designed will have 4 specific strategies proven to be effective for ELL's and SWD, including an emotional and social component through Success Highway (SOP 2.3)
2. Saturday Academy for ELLs and all level 1 students in grades 6-8 (12 teachers x 4 hours x 6 sessions – per session)(1 supervisor x 5 hours x 6 sessions – per session) Will purchase necessary supplies for Saturday Academy (i.e. notebooks, pens, paper)
3. All lesson Plans will identify the Target groups and strategies/activities by using assessments, IEP's and anecdotal notes (SOP 2.5)
4. All staff will be exposed to Professional Development that is relevant, consistent and sustained: This is a strategy used to sustain personnel and ensure their growth towards meeting and exceeding teaching practices. In addition by using Evidenced Based Best Practices Content area teachers are being sent to ELL/ Sped workshops/ Administration PD with Atlas Rubicon (SOP 2.3)
5. Hiring a part time expert to work with teachers and administrators to support rigorous and cognitive learning opportunities for ELL's and SWD (SOP 2.4)
6. Flexible scheduling for Sped and ELL's that is targeted, specific, and thoughtful to improve students individual needs; pairing up Sped Class with Gen Ed Class for some curriculum activities (2 per semester is the goal); Mixing advanced ELL's with Gen Ed population (SOP 2.4)
7. Per-Session for School Aides/ Money to use for books to support the Curriculum instruction/ and intervention time to support skills and strategies in Code X and Connected Math.

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

1. Humanities, Special Ed and Math teachers and paraprofessionals and all administrators with Dr. Arjoon lead in the social emotional component of Success Highway Program.
2. Humanities, Special Ed and Math teachers and paraprofessionals and all administrators

3. PD from the Office of ELLs/ Network Special education; Administrators/ Coaches/Teachers/ Paraprofessionals
4. ELL Specialist, Administrators, ESL teachers.
5. Principal and Assistant Principals; Ms. Rivera Coach and ESL lead teacher; Ms. Fuentes SWD teacher curriculum programs Language and Language Plus for pull out and Core Curriculum for push in
6. School Aides (4,700 96 hours x 3 school aides, teachers, curriculum book support.

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

1. By the end of the 2013-14 school year the 3 curriculum units designed will align with 80% accuracy to the CCLS standards including the social and emotional component and have 2 best practice strategies for ELL's and SWD that proved to be effective for 75% of the ELL and SWD target population.
2. All lesson plans will be evaluated for effectiveness for the target population by comparing student work with the "student work protocol"
3. All teachers will be required to become familiar if not expert with at least 2 learning strategies to help the target population from their professional development.
4. Language Curriculum for pull out students will be evaluated through TCRW, DIBLS and post assessment every 6-8 weeks. Mr. Medina and Ms. Rivera will meet weekly to discuss ELL status. Ms. Vaughn and Ms. Fuentes will meet weekly to discuss SWD status.
5. By the end of each marking period administration and teachers will re-evaluate ELL and SWD grouping for Core classes and Intervention so that students are flexibly scheduled according to their needs.

Timeline for implementation and completion including start and end dates

1. The first Curriculum Unit will be designed by December 2013, the second by March 2014 and the last by June 2014.
2. All lessons in the curriculum unit will be created as the same timeline as the Units, December, March and June.
3. All teachers will use and become effective in one ELL and one SWD strategy by February 2014 and the 2nd by June 2014.
4. Language Curriculum will be evaluated by December 2013, February 2014, April 2014 and June 2014.
5. Re-evaluate flexible grouping and scheduling in November, February, April and June.

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

1. 15 copies of Curriculum Planning teacher editions and 2 common planning sessions per week.
2. Assessment: DRP (Degrees of Reading Power will be administered 3 times per year, TCRWP (Teachers College Reading Writing Program) 3 times per year, Pre and Post Assessments for Math Units, Performance Tasks for math and ELA.
3. 8 professional development sessions of Kagan (in-class coaching and full days of professional development), 12 coaching sessions of Metamorphosis, MSQI (off-site professional development half/full days), RTI (off-site professional development half/full days) , Urban Advantage (Saturday Professional Development) and X125 Professional Development.
4. Middle School ELL Institute and Office of ELL professional development. ELL expert and ELL Professional Development Books; Special Education support from Network
5. Intervention Period 3 is flexible including integration of ELL and SWD population with General Education students. Scheduling space for Special Education classes to co-teach/learn with General Education Class minimum of 2 times per year.

Budget and Resource Alignment

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

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

X SINI FUNDS

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI		X	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Strengthen the design of curricula and academic tasks to consistently support rigorous and cognitively engaging learning opportunities for all students. (1.1.)” pg. 5 QR

Therefore, although curricula and lesson plans target key standards aligned to the CCLS units of study, the academic tasks and lessons did not consistently promote rigorous habits to engage all students, including those in relevant sub-groups, thus missing out on developing students’ cognitive thinking skills across all grades and subjects, and hindering academic achievement. Pg. 5.QR

“Teachers are using the Rubicon Atlas to continuously revise curriculum maps” pg.5 QR

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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.

x	3.2 Enact curriculum	X	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 2 Units in Humanities (Code X) and Math (Connected Math) for 6th, 7th, and 8th grade will be enhanced to support **1 rich task per unit** that explicitly requires students to make sense of complex text and inquiry mathematics by making connections between concepts and open-ended questions that require justification, conjecture and include differentiation for ELL’s and SWD as evidenced through revised lesson planning and unit modification within the core curriculum..

The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS in Pre K-12.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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 curriculum units designed will have 4 specific strategies to foster emotional healthiness; (Students will develop short-long term goals; and steps to accomplish the goal of Education, Confidence, Success etc; Articulation of possible career interests and identify ways their success in school could affect their future working lives; Articulate their own reasons for graduating from school and describe what they can do now to become more successful in school; Students will perceive how effectively managing stress can help them to reach their goals and determine strategies that help them build their ability to effectively manage stress, etc.) proven to be effective for ELL’s and SWD, including an emotional and social component through Success Highway (SOP 3.3)

2) All lesson Plans will identify the Target groups and ensure rich strategies/activities are designed informed by data (summative, interim, attendance, IEP’s, NYSELAT DRP, TCRWP, Pre-post assessments and anecdotal notes. Administrators and Coaches work together to monitor the effectiveness and fidelity of instructional practices and strategies that are adapted and aligned for targeted students. Administrators ensure that teachers provide timely intervention entry points for all students. Administrators facilitate teachers use of data to establish short/long term goals with learning trajectories for sub-groups of students based on identified individual needs.

(SOP 3.5)

3) All staff will be exposed to Professional Development: Evidenced Based Best Practices Content area teachers are being sent to ELL/ Sped workshops/ Administration PD with Atlas Rubicon, Success Highway Professional Development (social and emotional), Kagan Cooperative Learning, MSQI, Metamorphosis and RTI. (SOP 3.2.; 3.4)

4) Administration along with the Data Specialist has developed the schedule to allow for interdisciplinary curricula planning and content planning (5 times per week) so that teachers can work in common planning to create tasks within lesson plans that explicitly require students to make sense of ELA and Math, and connections between concepts, procedures, representations and models. (SOP 3.4)

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

- 1) Science staff, Special Ed and ELL teachers with paraprofessionals and all administrators with Dr. Arjoon leading in the social emotional component of Success Highway Program assessment and evaluation. Highway
- 2) Humanities, Special Ed and Math teachers and paraprofessionals and all administrators including Data Specialist
- 3) PD from the Office of ELLs/ Network Sped; Administrators/ Coaches/Teachers/ Paraprofessionals
- 4) Mr. Medina; Assistant Principal; Ms. Rivera Coach and ESL lead teacher; curriculum programs Language and Language Plus for pull out and Core Curriculum for push in. Ms. Vaughn, Special Ed. Teachers, ELL teachers, Humanities and Math during common planning and grade planning sessions

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

1. By the end of the 2013-14 school year the 2 curriculum units designed will have a rich tasks aligned with 80% accuracy to the CCLS standards.
2. During Short Frequent Observation Cycles and Data Analysis Charts Lesson Plans will be assessed for evidence of Target group differentiation
3. During Frequent Observation Cycles the Administrators and teachers will assess the impact on strategies learned and utilized for the target population
4. A gap analysis will be conducted on the 2 Units that are aligned to the Common core standards in Math and Ela to ensure that the targeted sup-group populations are addressed with effective strategies.

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

The first Curriculum Unit will be designed by February 2013, the second by June 2014.

1. All lessons in the curriculum unit will be created as the same timeline as the Units, February and June of 2014
2. During Administration Debrief of Observations and within 30 days of lesson observed.
3. Through post-tests results during student work analysis common planning time
4. One gap analysis will be conducted end of February 2014 beginning of March 2014 and the 2nd gap analysis will be conducted at the end of the 2013-14 school year.

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

1. Use of common planning for 3x per week to design rich tasks for ELA and Math
2. Once per month
3. During Common planning for content areas once per month
4. During common planning time

Budget and Resource Alignment

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

PF Set Aside	X	Tax Levy	Title IA	Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core	
PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement	
PF Positive Behavioral Management Programs	X	PF RTI				PF Supporting Great Teachers & Leaders	

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
“Strengthen the analysis of data gathering at the grade and school level to develop a stronger understanding of subgroup patterns and trends to improve student outcomes. (2.2), Q.R.” and “However, the assessment information is not consistently used in each classroom to strategically inform effective revisions to lessons with the purpose of improving identified learning gaps.” Q.R. pg. 6.							
Review Type:	Quality Review	Year:	2012	Page Number:	6	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.							
x	4.2 Instructional practices and strategies			4.3 Comprehensive plans for teaching			
	4.4 Classroom environment and culture		X	4.5 Use of data, instructional practices and student learning			

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014, teachers will be analyzing sub-group data from multiple sources to improve student academic proficiency in reading and math as evidenced through student work products, assessments.							

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Teachers use a variety of relevant data including looking at student work during weekly common planning to improve students' outcomes. Administration and teachers use this data to adjust lesson plans to provide purposeful grouping and time and length of activity and practice. Teachers use summative and formative assessments, including but not limited to Wilson screeners, progress monitoring, interim measures and outcome assessments to be flexible in student scheduling for intervention. (SOP 4.5)							
2. All staff will be exposed to Professional Development: Evidenced Based Best Practices Content area teachers are being sent to ELL/ Sped workshops/ Administration PD with Atlas Rubicon, Success Highway Professional Development, Kagan Cooperative Learning, MSQI, Metamorphosis and RTI. (SOP 4.2)							
3. Data Analysis Team will be doing a Root Cause Analysis in the Spring of 2014 targeting Sup-group population data and instructional strategies that would support sup-group data. (SOP 4.5)							
B. Key personnel and other resources used to implement each strategy/activity							
1. Administration, Coaches, Lead Teachers, teachers, paraprofessionals and Data Specialist							
2. Administration, Coaches, Lead Teachers, teachers, paraprofessionals and Data Specialist; Staff will be given professional development books.							
3. Administration, targeted teachers and Data Specialist. (SOP 3.5 Use of data and action planning)							

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Pre-Post assessment, evaluation of student work, and strategies used and their effectiveness
2. Through frequent cycles of observation Administration will assess the effectiveness of instructional practices and resources as evidenced by teacher practice and student learning
3. Through a root cause analysis, we will be able to compare assessment data targeted for our ELL and SWD population and make strategic instructional decisions based on the data
D. Timeline for implementation and completion including start and end dates
1. December 2013 to June of 2014
2. September 2013 to June of 2014
3. January 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Common planning on Friday, Professional Development
2. Administrators will conduct frequent cycles of observations on a weekly basis
3. Data Analysis Team will meet after school to conduct a root cause analysis for 2 weeks at the end of January and 2 weeks at the end of June 2014.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs	X			PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
"the use of student self-assessments are not common practices across classroom and checks for understanding were not consistently incorporated into lessons or observed during class visits. Q.R. pg. 5.			
Review Type:	QR	Year:	2013
Page Number:	5	HEDI Rating:	D

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.			
	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, students will have completed 3 units of the Success Highway curriculum. All students in the school in 6-8 th grade will be exposed to Success Highway wraparound curriculum with a focus on student goals, careers, confidence, stress, health, well-being and motivation.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	

- All Students will be engaged through multi-disciplinary standards aligned curriculum which uses research based practices aligned to IS 125 school vision by using teacher-led discussions, interactive small group experiences, self-reflection and development of personal action plans. (SOP 5.3)
 - Students who are deemed to have a high-risk profile will be targeted to receive more units from success highway. (SOP 5.3; 5.5)
- B. Key personnel and other resources used to implement each strategy/activity**
- Science teachers, administrators and support staff/ for At-risk students intervention teachers will be included
 - Intervention teachers in the after-school and Saturday Academy
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Through aggregated data analyses from the “Revving Up” assessment we will use a Academic Risk and Success profile analysis which presents a comparison of the percentages of our students whose resiliency scores fit within the Risk, and Success Profile. In addition we will target all students who achieved an Academic Risk Index score of 60% or greater.
 - Disaggregated Data analyses will show Individual resilience results across each skill, and includes the sub-set of students who scored most at-risk and provides an Academic Risk Index score to identify and address each student’s resiliency needs.
- D. Timeline for implementation and completion including start and end dates**
- January 2014 through June 2014
 - March 2014 through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- During 1 intervention period per week. Teacher professional development in January 2014. Resources include, but are not limited to success posters, lesson book, unique to program handouts, activity journals, and professional development for staff
 - Disaggregated Data from “Revving up” assessment from November 2013 will be used in addition to future Data Points.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs	X			PF RTI		PF Supporting Great Teachers & Leaders			

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
How often during this school year have you been invited to an event at your child’s school (workshop, program, Performance, etc.)? 21% parents stated that they have never been invited to the school for workshops, programs or performances and 23% percent they have only been invited to the school 1 or 2 times according to the results of the Learning Environment Survey pg. 6							
. 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them? QR. Pg.7.							
Review Type:	Quality Review/ Learning Environment Survey	Year:	2012-13	Page Number:	4 and 7 respectively	HEDI Rating:	D

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.			
X	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Throughout the 2013-2014 school year, school leaders and staff will establish a culture for learning that communicates high expectations to students and families, and provide supports through workshops, adult programs and shared performances and learning as evidenced by increased parent and family engagement at school learning and social events.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Creation of a welcoming environment through open access for parents to visit the school and tour the classrooms by attending 2 open houses per year one in October and one in January, attend 2 parent teacher conferences and 1 orientation for each grade in September. (SOP 6.2)
2. Partnerships and responsibility. Engage Parent Coordinator in professional development on how to actively seek and sustain partnerships with families and community organizations for student success. Parent Coordinator and pertinent school staff are reviewing resources, roles and responsibilities available from the DOE by going over all resources, including the "Facilitating Workshops Guide for Workshop Facilitators, Parent Coordinator Webpage/Resource DOE, and engaging in Professional Development with the school staff to facilitate parent participation (SOP 6.4)
3. Parent coordinator will provide no less than 4 workshops or meetings per month for parents; an expectation of 6 is desired by administration. (SOP 6.4)

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

1. Teachers, school aides, Administrators and paraprofessionals with Parent Coordinator. Resources used to communicate with parents are information flyers back-packed home to parents translated in multiple languages and communicating through translators when available.
2. Administration meets weekly with Parent Coordinator to review all resources and how to effectively use them to engage our parent community.
3. Partnerships and responsibility Teachers, Administrators and Parents with Parent Coordinator

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

1. We will look at attendance rates for parent involvement; monitor the effectiveness of IS 125 communication with family by receiving feedback from workshops.
2. We will look at Parent Coordinator Agendas, parent participation feedback, expectations achieved, flexibility and responsiveness. Administration will look for skills and strategies learned from professional development resources and how they are used in parent engagement.
3. Parent outreach, Workshop Agenda and attendance sheet, conference log.

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

1. September 2013-February 2014
2. September 2013-June 2014
3. September 2013-June 2014

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

1. Afterschool support needed by teacher and staff volunteer. Parents will be given a tour of the school if they choose during the day by an Administrator or School Staff member based on availability.
2. Parent Coordinator will ensure that parents will get resources that are specific and timely to their needs by using resources to structure workshops, programs and activities.
3. Teachers, Administrators and Workshop material and resources.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments	X	PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

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	Close Reading, Reading Aloud, Shared Reading/ writing process Literacy Wilson Just Words Reading Recovery ELL beginner/ Intermediate ELL Monday ELL Tuesday and Thursday/ Saturday/Sunday (Jan-April) MSQI: Word Generation ELA Gen Ed/ Advanced ELL Population Book Clubs: Teacher and Administrator ELA i-Ready intervention (computer) Learning through the ARTS Program (LeAP) Journalism and Photography	Small group, Whole Class and one-to one Small group (6) Small group (15) Small group Whole class/small group Small group Small group Whole class/small group Small group Whole class/small group External Instructional Program; through whole class Small group	Afterschool. Weekends and Period 3 Intervention Period 3 daily instruction 3 x per week Period 3 daily instruction Period 3 daily instruction Monday Afterschool Tuesday and Thursday Afterschool Monday through Thursday After-school Monday-Thursday Monday-Thursday and Weekends Class sessions are delivered in 6-12 weekly sessions depending on the program. 6-8 week sessions one day per week
Mathematics	Math Exploration/Regents enrichment Math I-Ready Intervention (computer) Learning through the ARTS Program (LeAP) MSQI: Word Generation	Small group Whole class/small group External Instructional Program; through whole class Whole class	Afterschool, weekends, and Period 3 Intervention Class sessions are delivered in 6-12 weekly sessions depending on the program. During the school day once per week
Science	Science Club Inquiry MSQI: Word Generation	Small group Whole class	Monday and Wednesday afterschool During the school day once per week
Social Studies	Regents enrichment for Social Studies Strategic Game day (Risk etc... MSQI: Word Generation	Small group Whole class	Weekends Thursday During the day once per week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student groups for hold overs, girls group	Small group	During the school day

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

7. All elements of the *All Title I Schools* section must be completed*.
8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
9. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	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.
Recruitment: Interview candidates that network recommends/ external recommendations
Assignments: Are scheduled to utilize the teacher's strengths and student's needs.
Retention: High quality sustained professional development. Coaching support from outside agencies and from administrators.
Highly Qualified: Sustained, Consistent High Quality Professional Development so that teachers use research based programs and practices tied to academic, social and emotional success. In order to facilitate this we use: Metamorphosis for Math/ RTI for Literacy/ Kagan/ Cooperative Learning Strategies, MSQI/ Reading, MSQI/ Reading Apprenticeship, ELL Middle School Institute, ELL/Sped Professional Development through the Network.

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).
Targeted PD aligned to the common core: : Metamorphosis for Math/ RTI for Literacy/ Kagan/ Cooperative Learning Strategies, MSQI/ Reading, MSQI/ Reading Apprenticeship, ELL Middle School Institute, ELL/Sped Professional Development through the Network.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
N/A

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.).
N/A

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.
MOSL committee was formed this year to select assessments for new teacher evaluation system.

TA Schools Only

Use of Program Resources

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

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).
N/A

Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)

Parent Involvement Policy (PIP) IS 125 Henry Hudson

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our IS 125 Henry Hudson, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. IS 125 Henry Hudson school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

IS 125 Henry Hudson 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 IS 125 Henry Hudson school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator, Administration and 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' and 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 and other important data.
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- translate all critical school documents and provide interpretation during meetings and events as needed.
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; Parent/child book clubs, LeAP program to deliver work skills for parents, Interview Workshop, Resume Writing workshop, Cover Letter workshop, Parenting Workshops including but not limited to Dealing with Difficult Teens, Students with Disabilities, Bullying, and Safety.
- 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; including but not limited to Meet the Author, Multicultural Day and Science and Math Night.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents; resources in the form of books are being purchased to begin a lending library.
- 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, using Engrade for daily communication.

IS 125 Henry Hudson, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 08	Borough Bronx	School Number 125
School Name Henry Hudson		

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 Lori Anne DiMarco-Evanko	Assistant Principal Nelson Medina
Coach	Coach
ESL Teacher Kandis Rivera, Luisa Cohn	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Wendy Detiberiis
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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)	464	Total number of ELLs	97	ELLs as share of total student population (%)	20.91%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							3	3	6					12
SELECT ONE														0
Total	0	0	0	0	0	0	3	3	6	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	74	ELL Students with Disabilities	12
SIFE	9	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	11

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	74	9	1	15	0	8	11	0	3	100
Total	74	9	1	15	0	8	11	0	3	100

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
SELECT ONE														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							16	11	20					47
Chinese														0
Russian														0
Bengali							8	8	17					33
Urdu														0
Arabic							3	4	4					11
Haitian							1							1
French							1		1					2
Korean							1		1					2
Punjabi														0
Polish														0
Albanian														0
Other							2	1	1					4
TOTAL	0	0	0	0	0	0	32	24	44	0	0	0	0	100

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)							7	10	15					32

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)							9	2	10					21
Advanced (A)							14	10	17					41
Total	0	0	0	0	0	0	30	22	42	0	0	0	0	94

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	19	1	0	0	20
7	13	0	0	0	13
8	28	0	0	0	28
NYSAA Bilingual (SWD)	0	0	0	0	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	22		2		1				25
7	12		2		1				15
8	25	7	3						35
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2								2
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)	1	2	2	1				
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.
The school uses a number of assessment tools to assess the early literacy skills of ELLs, such as the DRP (Degrees of Reading Power), ELL Periodic Assessments, the TCRWP, and the results of the LAB-R. These assessments identify the needs and levels of the language proficiency of our ELLs and allows us to place them in appropriate intervention classes and programs. It also allows for differentiating learning activities and resources. The TCRWP data indicates that while our ELLs are able to decode texts, they struggle with comprehension. Generally, our more advanced ELLs are reading at or close to their grade level as indicated on the TCRWP/DRP results.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns on the NYSESLAT reveal that most of our students in grades 6, 7 and 8 have scored on the advanced level, followed by the intermediate level, and then the beginner level. Most students steadily progress to the Advanced level as they reach grade 8. The NYSESLAT Modality Analysis indicates that the majority of our students have achieved higher level in the listening/speaking modality rather than the reading/writing modality.
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 [AMAQ tool](#))
While the Spring 2013 NYSESLAT results are not available on the RMNR at this time, historically patterns across the NYSESLAT modalities have revealed that many of our students struggle with the reading and writing tasks on the exam. This has been 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: including: Academic Intervention Services (AIS), targeted reading assistance, Wilson Intervention, after school and weekend academic programs, small group pull out ESL instruction for beginners, push in support for intermediate and advance levels.
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?
 - a) Newcomer and beginner ELLs generally perform better on tests taken in their native language. While this is not always possible students are able to utilize native language dictionaries on their exams.
 - b) Common planning time is built into IS 125's Teacher Program. During this time teachers meet to analyze data and evaluate students' results on various assessments, such as the ELL Periodic Assessments. The analysis of this data is used to revise curriculum maps, develop content area activities that are comprehensible for ELLs, and identify the skills that need to be developed and strengthened.
 - c) The school is using the ELL Periodic Assessment to place and groups ELLs into appropriate classes with teachers who have advanced ESL training and/or experience. In addition, we utilize the results of the ELL Periodic Assessment to create after school and Saturday academic intervention/language programs to meet the varied needs of our ELLs. We have purchased bilingual and native language books/novels, as well as bilingual dictionaries to assist our ELLs with the language acquisition.
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](#).)
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
When placing ELLs we try to put them in classes with teachers who are fluent in their native language. We allow them to write their answers in their native language, and we group them with students who are also bilingual in their native language, which allows for discussion in both languages.
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.).

The success of our programs are evaluated using the results of teacher created and NYS assessments, as well as data from other sources such as our intervention programs. Teachers administer both pre and post assessments to students at the beginning and the conclusion of each unit. We analyze data and trends from one years results to the next to measure student achievement. In addition, we analyze the results of the Pearson ELL predictive assessment in conjunction with the NYS ELA scores and item skills analysis to discover trends and patterns in student performance, which assist in making necessary adjustments in curriculum, instruction, and programming to address student needs.

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](#).)
Upon registration of a brand new admit, the ESL teachers (Ms. Rivera and Ms. Cohn) are notified and called to the office to conduct an informal interview with the student and parent/guardian, to assess English language proficiency. For parents requiring interpretation services, we have a list of teachers whom are fluent in other languages (Spanish- various teachers and staff, Arabic- Ms. Hassan/Ms. Elsendiony, Bengali- Ms. Akter, Tagalog- Mr. Nunez/Ms. Trayvilla). If the parent and child speak a language that we cannot provide "in-house" interpretation for the Translation and Interpretation Unit is called to facilitate the informal interview. At this time, the HLIS is completed with the parent. If according to the HLIS, the new admit is identified as speaking a language other than English, the student is administered the LAB-R assessment within 10 school days. This assessment is administered 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. For transfer students, the ESL teachers and the Assistant Principal review the NYSESLAT information from various ATS reports (RLER, RLAT and RNMR) prior to placing student in a class. Student is placed in the appropriate class and educational record is requested. All students entitled for ESL services are tested annually utilizing the NYSESLAT exam. In order to ensure that all students are tested, the ATS report RLER is run to show the students who are eligible to take the 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.
Individual orientation sessions are offered throughout the year. During the orientation session, parents watch a video in which the three programs available are described by the Chancellor and members of his staff. The video is translated into several languages. In addition, parents receive a brochure that details the three programs. The Parent Coordinator, Assistant Principal, and the ESL teachers 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 Freestanding ESL program. They are informed that if they choose to have their children participate in a Dual Language program or Transitional Bilingual Education, the Parent Coordinator and the Assistant Principal of ESL will assist the parents in finding schools that offer the program they opted for. The parents are also informed that IS 125 will offer additional programs (Dual Language/TBE) once the necessary number of parents choosing that program for their child is reached. This information is kept and monitored by the Assistant Principal in charge of ESL. When the necessary number of students is reached he will make a list of the students/parents and have the Parent Coordinator call homes to see if they are still interested in the program chosen. If a sufficient amount of parents are still interested, the school will proceed.
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 RNMR report is analyzed in order to get all the necessary information to generate Letters of Continued Entitlement. During the orientation session the ESL teachers 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. 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. All forms are kept in the ELL Compliance Binder, which is secured by the ELL Coordinator. If parents fail to return the Program Selection Form, Parent Coordinator or ESL teacher will follow up with a phone call home.

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.

As the school receives the Parent Survey and the Program Selection Form, the school analyzes the parents requests to place the students in the program selected. Letters are secured in an ELL Compliance Binder in the ESL room. ELL Coordinator is responsible for updating the ELPC screen in ATS, which indicates parent's program selection, within 20 school days.

IS 125 currently has a Freestanding ESL program, the students are placed in that program if the parents have selected it. If the parent's opted for Transitional Bilingual Education or a Dual Language Program, they are informed that the school is not offering those programs and that the we will keep records of their choice or help them locate a school with those programs. Placement Letters are mailed home. Parents who have questions are encouraged to contact the school and the bilingual teachers will assist and explain to them as needed.

Parents of ELLs have not opted to transfer their children out of the school's Freestanding ESL program. However, parents are made aware during the ELL parent orientation meetings that if they wish to have their children transferred to another program, the school will facilitate their search and assist with the transfer. The teachers who speak the most commonly spoken home languages of our ELL families are utilized for oral translations for parents.

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.

In order to administer all sections of the NYSESLAT to every ELL, the ELL coordinator (Ms. Rivera) runs the RLER report in ATS (NYSESLAT Eligibility report) to see which are the mandated ELL students. Groups are then made depending on grade span/level. The school provides coverage for the ESL teachers' (Ms. Rivera/Ms. Cohn) program as needed. The students are scheduled for each part of the NYSESLAT (reading, writing, listening, and 1:1 speaking) according to their grade and in accordance with the testing window dates. There is also time built into the schedule for teachers to administer and score the 1:1 Speaking section as well as time to allow for student make-ups.

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.  The majority of our parents have said that they want their child in our Freestanding ESL Program. The Program Selection forms are seperated by the program parents have selected and monitored to see if the necessary number of students has been met. Upon examination of our Program Selection forms, many have chosen Freestanding ESL.. They prefer for their children to be immersed in English and feel that if they are in the ESL program they will learn English at a quicker rate.

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])?
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 school has two certified ESL teachers who provide services to our ELLs. Students are grouped into mainstream classes according to their language proficiency, the class composition is as follows: grade 6 has one class for beginner/intermediate levels, one class for advanced, and one class for ELLs requiring ICT as per their IEP, grade 7 has one ICT class which has beginner/intermediate levels, one class with advance level ELLs, grade 8 is our most heavily populated ELL grade, we have three classes with beginner/intermediate level, two classes for advanced, and one ICT with mixed levels. Ms. Cohn is the ESL teacher for grade 6 (all classes) and one ICT class in grade 7, Ms. Rivera is the ESL teacher assigned to grade 8 and one advanced level grade 7 class. Students receive services through a variety of models, based on their language proficiency. Beginners receive pull out services, intermediate and advance level students receive push in services which offer content support and language development. ELL-SWD are placed in a bridge class and also receive ESL services in a small group pull-out. Currently, the school is working to achieve full compliance in servicing children with the mandated amount of minutes (180 for advanced level, 360 for beginner/intermediate level).

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.

Content area instruction is delivered in English. Students in this program receive in class support from the ESL teachers. In addition, we try to program classes which are heavily populated with ELLs to receive instruction from teachers who are fluent in another language. Pairing and grouping of students also assists with facilitating the comprehension of content in their classes. Bilingual dictionaries/glossaries and visual aids are used in content area classrooms as resources for our ELLs. In addition, this year we began a small club for our Arabic students, which is run by Ms. Hassan an experienced teacher who is bilingual in the language. She offers academic support to students in both languages.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish LAB-R is administered to Spanish ELLs who are new to New York State schools. In addition, students are given a variety

of formative assessments throughout the academic year that are both teacher generated, and state and city mandated (Acuity, Performance Series). Teachers analyze the results of all assessments to help guide instruction. ELLs in the Freestanding ESL program are administered the NYS Math Exam in their native language, if the state has a translated version available. The grade 8 ELLs also take the Science and Social Studies State Exams. They may choose to take the test in their native language if the translation is available. Test translations are available in Spanish, Chinese, Russian, and Haitian Creole. If the test translation is not available in the ELLs native language, they are provided with NYS glossaries which translate from English to the languages most commonly spoken by ELLs in NYS. For the NYS ELA Exam, ELLs are provided with word to word translation bilingual dictionaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs are formally assessed in the four modalities, two times per year in the Spring and Fall. The school utilizes the Pearson ELL Periodic Assessment to evaluate students and as a predictive tool to assess their NYSESLAT performance.
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).

-SIFEs (Students with Interrupted Formal Education) receive ESL instruction and are invited to attend the Saturday ELL Academy, which is a program designed for beginner ELLs and those needing to strengthen basic academic skills. The program

runs

from October until the Spring, every Saturday from 9:00 am-1:00 pm. In this program students receive additional ESL instruction, reading of leveled text, and math.

-ELLs in US schools with less than three years' proficiency levels were assessed based on the results of the Pearson ELL Periodic Assessment. The results were analyzed to determine areas of strength and weakness. Students also utilize Reading Plus which is differentiated by level and increases their stamina and accuracy while reading. In addition, students log onto I-Ready, a computerized program which utilizes assessment results to place students in the appropriate level of instruction.

-ELLs receiving service 4-6 years are serviced in class, utilizing the push in model. They also participate in the I-Ready

program,

as it is differentiated based on their needs. They are invited to attend an after school program geared towards ELLs. This program is held Wednesday and Thursday, from 3:15 pm– 5:15 pm, October through April. The goal of the after school program is to increase their use of academic vocabulary, language, and discussion.

-Long Term ELLs who have completed 6 years are also invited to attend the After School ELL Program. Their curriculum

focuses on

reinforcing their writing and reading comprehension skills, in addition to utilizing academic vocabulary in writing and speaking. Long Term ELLs are invited to the Saturday Test Prep program for assistance and techniques to assist them on the NYS

ELA/Math

Exams.

- Former ELLs, are also supported in class by the ESL teacher. They are placed in classes which the ESL teacher services. In addition, they are invited to be part of our after school enrichment program which focuses on strengthening their use of academic vocabulary and writing across the content areas. Former ELLs are also entitled to testing accommodations for up to two years after testing proficient on the NYSESLAT. The school places these children in smaller testing groups, in a separate location.

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?

ESL teachers access students' IEPs via SESIS and familiarize themselves with the mandates/services necessary. The instructional strategies used with ELL-SWDs are modeling, utilizing graphic organizers, and realia/visuals aids including pictures, diagrams, and charts to help all students identify essential information and its relationship to supporting ideas. In addition, they utilize various computer based programs, such as the differentiated i-ready program for reading and math and Reading A-Z an online program with leveled books/resources. ELL-SWDs are serviced through small group pull-out by Ms. Cohn, ESL teacher.
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?

ELL-SWDs are receive ESL services utilizing the pull-out model of instruction. They are serviced in small groups, as per the

IEP. Resources such as Reading A-Z (leveled texts) are utilized, to increase their reading comprehension skills. We also incorporate writing and group discussions into their program. Within the small group, students are placed with other ELLs who are in general education classes. ESL teachers are invited to attend the Child Study Team meetings, which is comprised of SETTS teacher, administration, social worker, guidance counselor, speech teacher, and school dean. At these meetings teachers may present their findings, issues, or concerns in regards to any of their ELL students. At this time, if it is thought to be beneficial to move ELL-SWDs to a less restrictive environment, such as ICT, the arrangements are made for testing and parent notification.

Courses Taught in Languages Other than English 

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

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

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

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

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

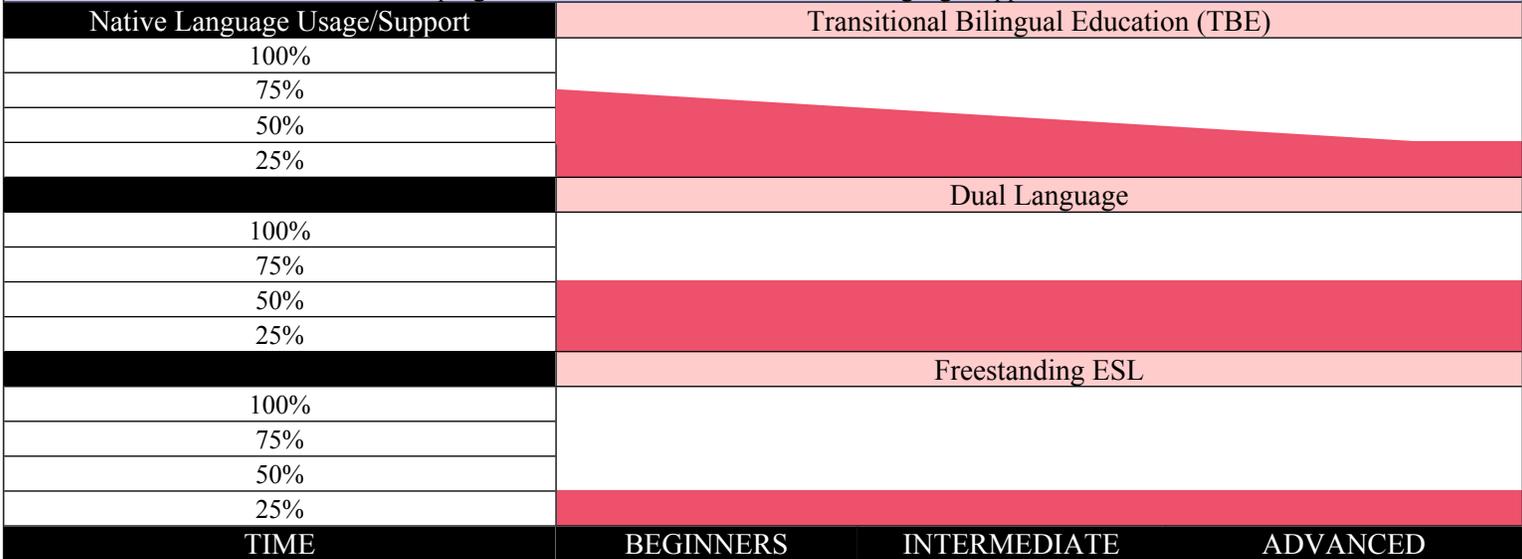
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- I.S. 125 has a number of targeted interventions for our ELLs. The Humanities interventions available include: I-Ready, Reading Plus, Reading A-Z, Language!, Everyday English. In math, the interventions available for ELLs include: I-Ready, Transmath, and V-Math. Reading A-Z and I-Ready both offer support in English/Spanish. ELLs are assessed in each of these programs on a regular basis and the results are use to drive instruction. In Science, students are able to use color content area glossaries/dictionaries We also began a small club for our Arabic students, which is run by Ms. Hassan, an experienced ELA teacher who is bilingual in the language. She offers academic support to students in both languages.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is that it was designed to differentiate based on students' language proficiency. Beginner ELLs are serviced using the pull out model. They receive services to develop their oral language. Intermediate and advance level students are serviced using the push in model. ESL teachers offer in class support and differentiation of the content to make it comprehensible to ELLs without losing class time. To foster a collaborative environment, the school schedule allows for teachers to have at least one common prep/planning period per day. During this time colleagues meet to discuss best practices, student achievement, curriculum/instruction, and analyze student work. ESL teachers take part in these common periods and utilize the time to collaborate with teachers and make lesson modifications for ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- IS 125 is considering beginning a Dual Language program, English/Bengali. We will continue to monitor student enrollment to see if we achieve the numbers needed to implement the program.
12. What programs/services for ELLs will be discontinued and why?
- At this time no programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are invited to participate in the different programs offered in the school. In order to inform the students and parents about the programs offered, we communicate with the parents through meetings, letters, and phone calls. We also post informative fliers in the display in front of the school as well as updating the LCD display that is attached to the front of the building. We actively encourage our ELLs to participate in these programs, which include the Saturday ELL Academy, which is a program designed for beginner ELLs and those needing to strengthen basic academic skills. The program runs from October until April/May, every Saturday from 9:00 am-1:00 pm. In this program, students receive additional ESL instruction, reading of leveled text, and math. In addition, ELLs (Intermediate and Advanced) are invited to attend an after school program geared towards their academic and language needs. This program is held Wednesday and Thursday, from 3:15 – 5:15, October through April. The goal of the after school program is to increase their use of academic vocabulary, language, and discussion. Long Term ELLs are invited to the Saturday Test Prep program for academic assistance and to learn strategies/techniques they can use to assist them on the NYS ELA and Math Exams. Arabic speaking ELLs are encouraged to join Ms. Hassan's club. In this after school club students receive academic support from Ms. Hassan, an experienced ELA teacher who is bilingual in Arabic.
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 used to support ELLs are: textbooks, consumable workbooks, native language dictionaries, content specific dictionaries/glossaries, manipulatives, handheld translators, and listening centers with audio books. In addition, we have materials designated for each level of language proficiency:
- Beginners- Everyday English, Language! (level A), Reading A-Z, Transmath, i-Ready
Intermediate- Language! (level C), Reading Plus, i-Ready, Reading A-Z, V-Math
Advanced/Long Term- Code X, English 3D, i-Ready, Reading Plus
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered by allowing and encouraging students to utilize native language dictionaries and handheld translators as a support. Students are also aware that there are adults in the building who speak various languages (Spanish, Arabic, Bengali, Tagalog). This year we began a small club for our Arabic students which is run by Ms. Hassan an experienced teacher who is bilingual in the language. She offers academic support to students in both languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Prior to purchasing any of the aforementioned resources, the ELL team (ESL teachers and Assistant Principal) meets to review and research materials. We discuss the pros and cons of the resources/materials, as well as appropriateness for the grades/ages of our ELL population before making a final decision. The materials are differentiated but are grade appropriate for a middle school aged child.

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.

The activities in our school that assist newly enrolled ELL students before the beginning of the school year includes inviting them to attend an Open House and New Student Orientation, where we provide them with translated informative materials and introduce them to other students and staff. They are introduced to the ESL teachers, Assistant Principal, and other staff. Upon arrival to school, newly enrolled ELLs are welcome to seek help and assistance from teachers who speak their native languages. In addition, upon registration ESL teachers will "buddy" students up with an existing classmate who will serve as a guide for the new admit.

18. What language electives are offered to ELLs?

The language elective offered to ELLs is Spanish

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.

1. The school will conduct professional development workshops throughout the year, focusing on differentiation through the use of instructional strategies. These sessions will be held during common planning time, in-service days, and three additional PD days pending approval. All ESL teachers, Humanities, and certain content area teachers attend the workshops.

2. The following topics will be covered during our professional development sessions:

- Questioning- how to write questions for ELLs
- ESL Curriculum Map/Planning
- SIFE students- who are they and how can we address their needs?
- Scaffolding instruction
- Word Generation resources for ELLs
- How to use Reading A-Z as a resource
- Using ELL Data to drive instruction
- Common Core Learning Standards
- Kagan Cooperative Learning

In addition, teachers of ELLs will attend professional development sessions outside of the school:

- MSQI Workshops
 - * Reciprocal Reading
- OELL Professional Developments
 - * October- PD for New ELL Coordinators
 - * November- Making Text Accessible to ELLs
 - * Additional PD TBD
- Columbia University
 - * When to Refer ELLs for Disability Evaluations
- Collaborate New York
 - * Inter-school Visitations

These professional development sessions support teachers in delivering Common Core aligned instruction to ELLs by formulating higher order thinking questions, encouraging use of academic vocabulary, exposure to various genres of texts, and writing in various styles.

3. Staff are instructed to identify ELLs struggling as they transition from elementary to middle school. If an ELL is struggling teachers

will speak to the ELL Coordinator for advisement and helpful suggestions. ELL Coordinator will observe the child in class to identify

any difficulties the child is experiencing and determine whether it is language based or social, student will be referred to appropriate staff for services, if deemed necessary.

In addition, teachers of ELLs have access to pedagogical, capacity building materials such as books and DVD's based on best practices and effective strategies for teaching ELLs. All faculty, including the Guidance Counselor have received professional development in techniques for working with ELLs and helping to raise their academic achievement.

4. ELL Coordinator will attend a professional development offered through Columbia University, "When to Refer ELLs for Disability

Evaluations," which will assist with how to identify language vs academic difficulties, and how to proceed with referrals when it is

deemed to be more than a language issue. The information will be turn-keyed to staff during common planning time. In addition, the RTI team will monitor interventions for ELL-SWDs on a regular basis to determine effectiveness. 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

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?
 1. In order to increase ELL parent involvement, our Parent Coordinator schedules workshops for parents on a monthly basis. These workshops cover high interests topics such as bullying, social media, high school application process, living a healthy lifestyle, and stress management. In addition, we will be offering ESL classes for parents this year. 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. Translation is available for parents in the most commonly spoken languages of our ELLs. Parents are welcome to chaperone school trips and participate with events such as NY Cares Day and Awards Night.
 2. The school will partner with The Office Of Adult Education to provide ESL lessons to parents. In addition, the school has a partnership with the Save Latin America Foundation. This foundation brings successful and influential latinos to our school to speak to parents and students about overcoming obstacles and always reaching for your dreams. Save Latin America holds an essay contest for students and the winners are invited, along with their family and teachers to attend a gala event where they are acknowledged. In June, the winners and their families also attend an awards ceremony held in a Yankee Stadium suite, there is a luncheon and families are able to see a NY Yankees game, all free of charge. There are translation services available to our parents in Spanish, Bengali, Arabic, and Tagalog. The translations in the aforementioned languages are conducted by members of our teaching staff.
 3. In order to evaluate the needs of parents, the Parent Coordinator sends home an interest survey. IS 125 encourages the parents to express their interests in which workshops will be offered, as well as their needs for translation and other services. There are parent members on the School Leadership Team, whom take part in school decision making. Parents are asked to be a part of the Interview Committee for new staff members. The school analyzes the results of the citywide Parent Survey to identify areas that need strengthening and improvement.
 4. Our parental involvement activities address the needs of parents as our parent surveys allow them the opportunity to choose the types of activities they are interested in. By providing translators at meetings and events, we are able to make the information accessible to all.

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.

Part VI: LAP Assurances

School Name: <u>Henry Hudson</u>		School DBN: <u>08X125</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori Anne Dimarco-Evanko	Principal		1/1/01
Nelson Medina	Assistant Principal		1/1/01
Wendy Detiberiis	Parent Coordinator		1/1/01
Kandis Rivera Luisa Cohn	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: 08X125

School Name: Henry Hudson

Cluster: 06

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

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, and reviewing ARIS and ATS data (RHLA Report), we identified households where English may not be the primary language spoken. This information was confirmed through informal interviews with parents and guardians during the process of registration.

- The ATS Home Language Report (RHLA) ATS report was reviewed to determine the languages spoken by the families of our students.
- Parent Surveys are sent home requesting the desired language and method of communication.
- For new admits, a trained pedagogue (ESL Teacher) conducts an informal interview with the parent and student to gain 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.

- Utilizing the ATS Home Language Report, it was determined that 12 languages are spoken by the students of I.S. 125 and their families. The languages spoken are: Arabic, Bengali, Cantonese, Chinese, French, Haitian Creole, Fulani, Guarani, Spanish, Urdu, Vietnamese, Wolof. These findings were shared with school staff during common planning time and with parents at a Parent Association meeting.
- It was determined that several areas of translation were needed to better serve the school community. Oral translation services were needed to contact parents regarding student progress and to inform parents of school events. It was also determined that parents require translations of notices and parent letters that are sent home with the children. For example, memos regarding Parent Teacher conferences, PA meetings, monthly newsletters, etc.
- Teachers, deans and guidance counselors will utilize the NYC DOE Translation and Interpretation Unit to communicate effectively with parents/guardians. Staff was given the phone number to access over-the-phone translation services, along with the Language Identification Guide.

Part B: Strategies and Activities

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

- NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.
- We will utilize in-house faculty and staff such as our Spanish, Bengali, and Arabic, speaking personnel to translate written documents, such as parent letters and the monthly School Newsletter. The school has formed a team of teachers who speak the majority of the languages spoken at the school (Spanish, Bengali, and Arabic) to assist with oral and written translation.
- Internet based translation services are also used. Google web page translation services and other online translation services such as AltaVista, Babel Fish Translations are used for written communication that is not critical. We also utilize translated documents from the NYCDOE website (schools.nyc.gov)
- Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and testing where a translator is permitted.

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 are used for after-school parent meetings such as Open School Night, PA meetings and other informational school events geared towards our parents.
- 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 personnel translate orally person-to-person or assist with phone conferences with parents on a regular basis.
- Internet based translation services are also used. Google web page translation services and other online translation services such as AltaVista, Babel Fish Translations are used for written communication that is not critical. AltaVista and Babel Fish sites are used for written communication when an oral translator is not available. The texts can be read by parents.
- 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. 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 be provided with the "Parents' Bill of Rights and Responsibilities" in their home language. 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 ATS 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 Orientations.

We can also secure funds for staff who speak other languages to attend PA meetings. This was identified as an area of need by analyzing various data sources which included the Home Language report in ATS, Home Language surveys (HLIS), and conducting student interviews.

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

