



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	08x125
School Name:	HENRY HUDSON MIDDLE SCHOOL
Principal:	MICHAEL COLLINS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Henry Hudson School School Number (DBN): 08x125
School Level: Middle School Grades Served: 6-8
School Address: 1111 Pugsley Ave, Bronx N.Y. 10472
Phone Number: 718-822-5186 Fax: 718-239-3121
School Contact Person: Michael Collins Email Address: Mcollin4@schools.nyc.gov
Principal: Michael Collins
UFT Chapter Leader: Aliza Fuentes
Parents' Association President: Beatriz Gutierrez
School Leadership Team
Chairperson: Aliza Fuentes
Student Representative(s): N/A

District Information

District: 08 Superintendent: KAREN AMES
Superintendent's Office Address: 1230 Zerega Ave Bronx, NY 10462
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: CFN 608 Network Leader: Rudy Rupnarain

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael Collins	*Principal or Designee	
Aliza Fuentes	*UFT Chapter Leader or Designee	
Beatriz Gutierrez	*PA/PTA President or Designated Co-President	
Marcos Martinez	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	
Jennifer Leslie	Member/ Teacher	
Jackie Simpkins	Member/ Teacher	
Diana Davila	Member/ Parent	
Jacqueline Fuentes	Member/ Parent	
Antoinette Hickson	Member/ Parent	
Leonard Hickson	Member/ Parent	
Aiesha Jones	Member/ Parent	
Isabel Monroy	Member/ Parent	
Ghada Elsendiony	Member/ Teacher	
Melissa Gaskin	Member/ Teacher	
Marcos Martinez	Member/ School/Admin	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

JHS 125, located in the Bronx county is housed in the Henry Hudson Campus at 1111 Pugsley avenue. The community is comprised of two and three family homes, apartment buildings, parochial and public schools, public transportation and several community organizations. The school is located on the third floor of the campus and is shared with two other schools within the building (08X119, and 08X562). As of the 2010 census, the population of the surrounding community and of the school is as follows:

Ethnicity	10472 Demographics	JHS 125 Student Demographics
Hispanic:	67%	57%
Black:	24%	13%
White:	3%	3%
Asian:	6%	25%

The school’s population also consists of 21% English language learners (ELL), and 21% are students with special needs (SPED).

JHS 125 is a learning community in which students, staff members, parents, administrators work collaboratively towards achieving success. There is a strong focus on staff development to address the needs of new and experienced teachers in developing their growth as professionals in order to inspire learning experiences for all students. The school’s tone reflects a caring environment where students are encouraged to believe in themselves and to develop a sense of responsibility towards their academic work in order to become lifelong learners. We are committed to creating and maintaining a standards-based curriculum that is rigorous and in providing clear expectations for both student performance and parental involvement.

Partnerships:

The school currently partners with the L.E.A.P foundation expanded arts program, and with New York City Center performing arts program. These programs ensure that our students are being enriched in a variety of dimensions of the arts including dance, music, and the visual arts. We currently have comprehensive leveled classroom libraries including culturally-relevant guided reading and class book sets, non-fiction reading series and programs in all content areas, and collection of classic books. We currently have a computer lab and an iPad lab for technology support within our curriculum. The school is currently working with the Middle School Quality Initiative (MSQI) to improve reading through the acquisition of vocabulary throughout the content areas.

Strengths of 125:

A strength of IS 125 Henry Hudson focuses on the observation cycle, which has led to 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.

Tenet 4: Teacher Practices and Decisions, was strength of JHS 125. Assessment of students through the DRP exam and analyzing student data allowed staff members to review the strengths and weaknesses of students in each class and plan for instructional supports for each of the students. The collaboration among teachers has allowed to engage

students in learning activities, increased accountable talk discussions, and independent and guided learning instruction. According to NYS assessment data, the growth percentile for students at JHS 125 is at 52.2 %, which is 2.2% above the state average percentile in English Language Arts. Student percent growth for each grade is as follows: Grade 6: 51%, Grade 7: 50.1%, and Grade 8: 54.9%.

School Challenges: - Parent engagement:

As referenced in the 2012-2013 School Quality Review, parent engagement was not as strong as we would have liked. We had difficulty with reaching out to all of our very diverse pool of parents, which has impacted parent involvement. In addition, we wanted parent engagement that connected to student's academic success and it was evident that additional expertise and training was needed to facilitate community outreach for parent workshops and learning opportunities.

School Challenges/Area of Focus – Student achievement:

Although data indicates student growth in reading scores, the school has identified that overall student achievement in English Language Arts and Mathematics is at a low level. According to 2014 NYS assessment results, 10% of the students are proficient in ELA and 8% of the students are proficient in mathematics. In mathematics, the growth percentile for students at JHS 125 is at 41.7% ,which is 9.3% below the state average percentile in mathematics.

School Challenges/Area of Focus – Pedagogy and assessment:

The school has identified that teachers are in need of professional development with the workshop model, specifically modeling, explicit instruction, and assessment strategies that support all students with a specific focus an engaging and assessing ELL and SPED students. The school is focusing on improving modeling and assessment strategies of teachers to provide more engaging instruction for students.

School leaders and teachers are also collaborating on strengthening the design of curricula and academic tasks to consistently support rigorous lesson planning and cognitively engaging learning opportunities for all students. Interactive activities and lesson adaptations to challenge and push the thinking of special needs students and English language learners is an area of focus for the school.

The school has also identified the challenge of designing and delivering lessons that address the academic and linguistic needs of English language learners within the classroom. Using instructional strategies connected to each of these components will support teachers in being able to serve this subgroup of students in order to meet their needs.

An additional challenge of the school is establishing a process whereby teachers consistently employ strategies for assessing students to track their progress on formative and summative assessments within all subject areas.

08X125 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	397	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	N/A	# Drama
# Foreign Language	14	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	92.0%	% Attendance Rate		90.3%
% Free Lunch	92.9%	% Reduced Lunch		3.9%
% Limited English Proficient	21.2%	% Students with Disabilities		21.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		12.6%
% Hispanic or Latino	57.6%	% Asian or Native Hawaiian/Pacific Islander		24.9%
% White	3.2%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.22	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.14
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.3%	Mathematics Performance at levels 3 & 4		8.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		28.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

08X125 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	397	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.0%	% Attendance Rate			90.3%
% Free Lunch	92.9%	% Reduced Lunch			3.9%
% Limited English Proficient	21.2%	% Students with Disabilities			21.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			12.6%
% Hispanic or Latino	57.6%	% Asian or Native Hawaiian/Pacific Islander			24.9%
% White	3.2%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.22	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			9.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.3%	Mathematics Performance at levels 3 & 4			8.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	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	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			NO
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

08X125 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	397	SIG Recipient	N/A

	08			
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				11
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	N/A	# Drama
# Foreign Language	14	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		92.0%	% Attendance Rate	90.3%
% Free Lunch		92.9%	% Reduced Lunch	3.9%
% Limited English Proficient		21.2%	% Students with Disabilities	21.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.3%	% Black or African American	12.6%
% Hispanic or Latino		57.6%	% Asian or Native Hawaiian/Pacific Islander	24.9%
% White		3.2%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.22	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	9.14
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		10.3%	Mathematics Performance at levels 3 & 4	8.3%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	28.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	100.0%
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	NO
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	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		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	NO
White		N/A	Multi-Racial	NO
Students with Disabilities		YES	Limited English Proficient	NO
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

Tenet 3.2 is rated 'Effective' since our school leader and teaching staff all agree that academic rigor occurs when students demonstrate a thorough and in-depth mastery of challenging tasks through reflective thought, analysis, problem solving, evaluation, and creativity. In identifying rigor it is important to remember it is the quality of the thinking involved in the task, not the quantity. This shared view of rigorous and coherent curricula have been explored, implemented, and best practices have been shared during professional development periods for the entire staff. In addition, teachers implement relevant learning, which is interdisciplinary and contextual and realized through authentic problems, tasks, simulations, service learning, and connecting concepts to current issues and teaching others. With a strong foundation in relationships and relevance, students are ready for rigorous learning.

Tenet 3.4 is rated 'Effective' since all students in the 6th grade have Technology and Art twice a week. All students in the 7th grade have Technology and Art once a week as well as Languages other than English (LOTE) twice a week. In addition to all students in the 8th grade have Technology and LOTE once a week. The Art, LOTE, and Technology teachers utilize their specialization in their area of expertise and meet weekly during content common planning periods to collaborate, research and plan for projects.

What the school needs to improve:

As evidenced in the 2012-2013 Quality Review, the school will look to strengthen the design of curricula and academic

tasks to consistently support rigorous and cognitively engaging learning opportunities for all students.

Tenet 3.3 is rated 'Developing' despite the fact that most teachers ensure that unit and lesson plans are appropriately aligned to a coherent curriculum aligned to the Common Core Learning Standards and introduce complex materials that stimulate higher-order thinking and build deeper conceptual understanding. We must ensure that it is taken place in every classroom at all times. We are implementing a lesson study protocol to enhance the delivery of higher order thinking strategies and questioning across all content areas.

Tenet 3.5 is rated 'Developing'. Although the JHS 125 community has a system for sharing NYS exam data, DRP data, a system for consistently examining student performance from classroom-level reports, as well as individual student data from the unit/quarterly exams in all subject areas must be established.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2014-15 school year, our content teams will continue to collaborate within teacher teams to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts, utilizing DOK level 3/4 activities and performance tasks, and engage students in higher order thinking and discussion, which will result in a 3% increase in students meeting proficiency levels on the ELA and Math state exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Must ensure that Tenet 3.3 exists in every classroom and is supported with evidence.	All	Daily	Administration
The utilization and implementation of the workshop model and collaborative grouping for all teachers in all classes on a daily basis.	All	Daily	Administration
All staff will participate in professional development on implementing curriculum tasks and instructional practices to engage students. In addition content area teachers and administration are attending ELL and Special Education workshops and professional development opportunities in order to turn-key information and resources to staff. The school is implementing best practices for modeling lessons and implementing S.I.O.P (a program used to for the instructions of ELL and SWD students).	All	Every Monday, Tuesday, and Friday for the entire staff. Every Thursday, departmental common	Teachers and administrators

		planning on Weekly bases	
All curriculum units designed will have 4 specific strategies proven to be effective for ELL's and SWDs, including an emotional and social component through S.I.O.P. All lesson plans will identify the target groups and strategies/activities by using formative and summative assessments, IEPs and anecdotal notes.			
School leader will hire a part time expert to work with teachers and administrators to support rigorous and cognitive learning opportunities for ELLs and SWDs.	All	Period 6 planning time and after-school	Teachers, administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- myON reader
- Technology infused across all subject areas
- Utilization of summative and formative assessment to guide instructions
- Implementation of Cornell note taking system,
- Computer Lab, iPad cart, Robotics
- After school LEAP program
- Continuous professional development and learning opportunities for staff
- Training for S.I.O.P. intervention program for English Language Learners.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Priority & Focus funds will be used to purchase professional development and resources to implement the SIOF program for teachers of ELL students.
- Part time expert from Aussie to work with ELA, Math teachers and administrators to support rigorous and cognitive learning opportunities for ELLs and SWDs.
- Priority & Focus funds will be used to purchase Skedula online grading program

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Every day, school principal and administrative team will evaluate period 6 planning time; Teacher Team/ Interdisciplinary Team times within the school program as well as monitor professional development along with assessing the school's Professional Development Plan.
- Every quarter, the principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment as well as collect and assess teacher team data by grade, subject and departments. Mid year item analysis will be completed to determine student progress within the assessments.
- Mid year assessments across subject areas will be given to students. Item analysis will be done to determine mid-year progress of students.

Timeline:

- During the 2014-2015 school year, the principal will develop a professional learning plan with the Professional Development Committee to provide teachers with a variety of professional development opportunities.
- During the 2014-2015 school year, the principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment to assess teacher team data by grade, subject and departments.
- During the 2014-2015 school year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols and will implement the use of the Word Generation program.
- During the 2014-2015 school year, the principal and administrative team and curriculum team will establish opportunities after-school to work on strategies through a S.I.O.P. book study in order to enhance teacher practice and to share out best practices.
- During the 2014-2015 school year, rigorous units of study will be developed by curriculum teams, coaches, and Assistant Principals during the teacher team meetings and common planning time afterschool.
- During the 2014-15 school year, the school will use Skedula to develop a data-driven culture within the school to inform instruction resulting in a 3% increase in students who pass their core courses.

Mid-Year Benchmark

- In February, school leaders will track the progress for each SCEP goal for the 2014-2015 school year.

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | x | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths – Under the school’s new principal, beginning in September 2014, the teachers and administration at 125 currently engage students in the following activities for promoting a socially and academically safe environment:

- All students currently attend monthly grade level assemblies for a review of student created expectations for hallway, classroom, and lunchroom safety.
- All students have attended at least one anti-bullying workshop within the school. Anti-bullying workshops have also occurred after-school for both students and parents.
- Qualitative data on classroom disruptions has decreased from the beginning of the school as evidenced by reports made by students and staff members.
- Creation of student behavioral expectation by students has led to less incidents and student suspensions.
- Child study team is in place to look at the social and academic needs of targeted and overage students.
- School currently has a monthly newsletter from the Parent Coordinator updating parents and students on events and safety concerns.
- School currently has a program targeted for 7th grade girls centered on their interest in Earth Science.
- School currently has an after-school robotics program available to students.

What we need to improve:

- JHS 125 has made partnerships with Lincoln Center for the Arts, MSQI, and the L.E.A.P. after school program.

The school is continuing to seek additional partnerships with community organizations in the arts to support students in their social and emotional growth and academic performance.

- JHS 125 needs to publicly celebrate student performance in academics as well as the arts.
- In addition, the three constituencies will be partnering with the school Guidance department placing emphasis on social and emotional interventions to promote personal and academic behaviors, peer interactions, and to stress the importance of academic achievement.
- A system for tracking and sharing anecdotal information with the teachers and dean of students.
- A focus of our work is to expand opportunities for meaningful connections between students and community members through internships, mentoring, and community involvement. We will provide consistent and on-going communication with the school community to highlight school activities through the utilization of our new school website <http://www.jhs125hh.org/>

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders and teachers will collaborate to improve the school’s learning environment by implementing elements of Positive Behavioral Interventions and Supports (PBIS). We will develop and implement a plan to collect data related to student socio-emotional needs so as to reduce the OORS reports by 10% and allow all students to grow both academically and socially.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
School will engage teachers and students in implementing elements of the PBIS system for student interventions and supports. (5.2)	All students	June 2015	Dean, Guidance counselor, principal, Assistant Principals, PBIS team
School principal will create an honor roll for students who maintain an 85% average and above within a marking period. School principal will also create a ‘Principal’s Honor Roll’ for students who maintain a 90% and above average within a school marking period. Students will be acknowledged at assemblies throughout the year. (5.4)	All students	June 2015	Dean, counselor, data specialist, principal, and Assistant Principals
School will implement theme based Fridays to promote college and career readiness. (5.3)	All students	June 2015	All teachers, student s, and administrators
School leaders and teachers will review and update school-wide discipline policy and will also review anecdotal incident reports by grade to determine and identify trends in student behavior (5.5)	All students	June 2015	Principal, Assistant Principals, and Deans

School leaders will conduct monthly assemblies to address anti-bullying behaviors. (5.2; 5.3; 5.4; 5.5)	All students	June 2015	Principal, Assistant Principals, and Deans
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Assembly periods
- Child Study Team meetings
- Monthly safety with Dean and Assistant Principals
- After-school meetings with Dean and guidance counselor with regard to anti-bullying program and implement and evaluate guidance interventions.
- Weekly cabinet meetings with Assistant Principals to evaluate and assign roles to the Deans
- PBIS team

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Priority & Focus funds will be used to purchase professional development and resources to implement the PBIS program for the school.
- Priority & Focus funds will be used to purchase teaching artists from LEAP program to work with teachers in the arts within the codex curriculum.
- Grant will be used to create sports teams for schools via the CHAMPS program.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Every month, school leaders including the principal, Assistant Principals, School Leadership Team and the Dean will evaluate the school-wide discipline policy as well as look at data on incident reports.
- School Principal, Assistant Principals, Guidance and Deans will evaluate guidance interventions as well as evaluate monthly assemblies to acknowledge positive student behavior.
- At the end of each quarter, Assistant Principals, the Data Specialist, and the Dean will gather data to identify students with a grade point average of 85% or above so that they are placed on an the honor roll list. Students will be recognized at an assembly at the beginning of each marking period and will have their names posted on the honor roll list.

Timeline:

During the 2014-2015 school year, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will promote the school-wide discipline policy through assemblies.

- During the 2014-2015 school year, the principal will partner with CFN 608 to implement a school wide PBIS system.
- During the 2014-2015 school year, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will conduct monthly assemblies to address student behaviors.
- During the 2014-2015 school year, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will conduct monthly assemblies to acknowledge students for their behavioral and academic performance.
- During the 2014-2015 school year the parent coordinator as well as a school improvement team will create theme based Fridays to promote the social and emotional development of students.

- During the 2014-2015 school year, the school will continue to seek out community partners and colleges to promote the academic and social well being of students.

Mid-Year Benchmark

- In February, school leaders will track the progress for each SCEP goal for the 2014-2015 school year.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Monthly newsletter to parents must be adjusted to quarterly newsletter. School has recently implemented P.B.I.S. into its program. Goals, benefits, and incentives must be communicated to parents and students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school is currently implementing rigorous and coherent curricula, which integrates performance tasks and Common Core Learning Standards. Our focus on data gathering and analysis resulted in findings that pinpointed literacy across the content area as a major factor that would enhance teaching and learning in all classes, if we used best practices to address our students’ significant gaps in reading and need for emergent reading strategies.

Another strength of JHS 125 is the utilization and implementation of the workshop model and collaborative grouping used within classrooms 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.

The school continues to focus its efforts to emphasize providing supports for students through modeling in all lessons. Teachers focus on Task modeling (Demonstration on what students are to do on their own. Metacognitive modeling (Thinking aloud) and Scaffolding (Modeling a task and allowing students to work at their own pace)

The school has also focused on ensuring that all student are actively engaged in lessons. To ensure that all students are actively engaged, modeling and student led discussion are emphasized within classrooms. Professional development opportunities build awareness of the importance of high levels of rigor and engagement in both planning and implementation of tasks. However, there is inconsistency in the implementation of strategies for extending higher-order thinking in a number of classrooms. This results in reduced opportunities for all students to engage in challenging tasks to extend their thinking.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2014-2015 school year, teachers will collaborate during teacher team meetings and during professional development opportunities to focus on improving teacher practice by incorporating critical thinking and discussion opportunities within their daily lesson planning, resulting in at least 50% of teachers moving at least one HEDI rating scale on selected components of the Danielson Framework by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All lesson Plans will identify the Target groups and strategies/activities by using assessments, IEP's and anecdotal notes.	ELLs and lowest 1/3 students	December 2014 – June 2015	Teachers, principal, Assistant Principals
All staff will be exposed to professional development that is relevant and consistent to sustain personnel and to ensure their growth towards meeting and exceeding teaching practices. Content area teachers are also attending ELL and Special Education workshops and professional development to turnkey information and resources to staff in order to enhance teacher practice.	All Students	December 2014 – June 2015	Teachers, principal, Assistant Principals
During the 2014-2015 school year, Principal and Assistant Principals will provide professional learning with an emphasis on Reciprocal Reading, and establishing protocols/norms for teacher teams to support improved student achievement.	ELLs and lowest 1/3 students	December 2014 – June 2015	Teachers, principal, Assistant Principals
During the 2014-2015 school year, teachers and coaches will collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to Webb's Depth of Knowledge (DOK), and the Danielson Framework.	All students	December 2014 – June 2015	Teachers, principal, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Peer Instructional Coaches, Demonstration Teachers, 6th period Professional Learning time slots, Common Planning Periods, Assistant Principals, Danielson Framework, Generation Ready Consultants, MSQI coaching. Common Planning Periods
- Teacher Team Periods
- After-School professional development sessions
- Differentiated professional development tool
- Professional Periods for inter-visitations
- Weekly cabinet meetings
- After-school meetings with Network/Cluster personnel

- Curriculum team will conduct classroom visits to assess progress of instructional practices throughout the school

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Priority & Focus funds will be used to purchase professional development coaches to work with staff and for substitutes for class/school inter-visitations.
- Priority & Focus funds will be used for after-school professional development of teachers to improve their skills towards teaching ELL and SWD students.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Throughout the 2014-2015 school year, administration will conduct frequent observations and classroom walkthroughs focused on planning and preparation for the school’s focus on ELL and SWD population based on the Danielson Framework.
- Throughout the 2014-2015 school year, administrators, coaches, and teachers will engage in workshops on reciprocal reading and modeling of instruction.
- Department supervisors, teachers and coaches will evaluate unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- On a quarterly basis and during weekly teacher team meetings, school leaders and teacher coaches will evaluate how teachers use and analyze student work/data (quantitative and qualitative data) to adjust lesson plans and unit maps.
- The school leaders will schedule inter-visitations with other classrooms and schools to share best practices and to provide professional learning opportunities for teachers on practical strategies for working with ELLs and Students with Disabilities

Timeline:

- During the professional development periods, school leaders will provide opportunities for teachers to share best practices on instructional strategies.
- During the professional development periods, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- During the 2014-2015 school year, on a quarterly basis and during weekly teacher team meetings, teachers, APs and coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as provide professional development on questioning, and engagement.
- During the 2014-2015 school year, the principal and assistant principals will meet weekly with T.I.P. teachers to review planning and preparation, and receive feedback on their pedagogy.
- During the 2014-2015 school year, the Principal and Assistant Principals will provide time/schedule to conduct inter-visitations within and outside of the school building.

Mid-Year Benchmark

- In February, school leaders will track the progress for each scep goal for the 2014-2015 school year.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

2.2 – Through the use of observation data and student data, school leaders will continue to formalize the schools vision for creating a student centered environment through the school’s 2014-2015 Instructional Focus. The school leaders have articulated the school’s vision through professional development, which emphasizes rigorous instruction that is cognitively challenging and promotes high quality discussions.

2.5 - The school leader currently has a fully functional system in place to conduct targeted and frequent observations; the school leader conducts observations with Assistant Principals and uses the observation feedback system to analyze the level of instructions within each department. A system is in place to provide timely feedback to monitor the progress of teacher practices through extracting and analyzing data from Advance.

What the school needs to work on:

2.3 – School Administration has reviewed at observation data throughout the year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth. He saw that, overall, the teaching staff could use additional support in three specific Danielson *Framework for Teaching* components:

1e: Designing coherent instruction – teachers need specific supports in modeling instructional skills and strategies for students, and providing supports for students to extend their thinking. Teacher also needs

additional skills and strategies in providing support for the instruction of the school's ELL and SWD students.

3d: Assessment of students – School leaders have identified that the school's departments need a coherent set of beliefs for administering formative assessments, and a coherent system for summative assessments.

3b: Using Questioning and Discussion Techniques, and 3c: Engaging Students in Learning – Asking a variety of questions to engage students in the process of higher order thinking as well engaging students in cognitively challenging work and discussions.

- School leaders use the observation system to examine individual teacher performance and provide feedback to individual teachers on their use of teaching strategies and assessment of students. School leaders need to develop teacher leaders within the school to both examine curriculum and implement professional development activities for enhancing teaching strategies, and improving student outcomes.
- School leaders will continue to work engage families on a monthly basis through subject level seminars on curriculum and workshops on student improvement.

2.4 – School leaders will continue to make decisions on allocating funds for professional development towards the continued development teachers in improving their skills on modeling instruction, assessment of students, and engaging students in cognitively challenging lessons that promote discussion and higher order thinking. School leaders also continue to make fiscal decisions on academic support services for the school's "at risk" student population.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school leaders and teachers will deepen their work around the Danielson Framework to improve instructional practices and promote high levels of engagement that will result in a 3% increase in student achievement in the NYS ELA and Math Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • All teachers will receive targeted professional development on Danielson's Framework of Teaching during a minimum of two monthly professional development conferences and in content department meetings. • Principals and APs will conduct a minimum of 4 informal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback. • Teachers and teacher teams will help norm best practices within specific departments to review strategies for engaging students, modeling, and assessing students to modify instruction. • School leaders believe that all teachers within the JHS 125 community are instructors of ELL students. Through increased 	ELL, SWD, Lowest 1/3	11/2014 – 5-2015	Principal, assistant principals, teacher leaders, teacher teams.

awareness and utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers will become more effective in instructional practices that result in the enhancement of language learning proficiency of all students. SIOP strategies will be aligned with Common Core Learning Standards to produce seamless instructional objectives and to plan for instruction fostering college and career readiness for all students, including ELLs and SWDs, is evident in lesson plans, CCLS aligned literacy instruction and in mathematics units of study.			
<ul style="list-style-type: none"> • School leaders will use fiscal resources to create professional development workshops for teachers that will emphasize on modeling of instruction, assessment, and providing engagement opportunities for students. • School leaders will use fiscal resources to create an AIS program that targets both “at risk” learners, and students who are on the cusp of proficiency in both ELA and Mathematics. • School leaders will use fiscal resources to provide AIS instruction to the school’s ELL population. 	ELL, SWD, Lowest 1/3	11/2014 – 5-2015	Principal, assistant principals, teacher leaders, teacher teams.
<ul style="list-style-type: none"> • School leaders to use fiscal budget to obtain instructional coaches to focus on ELA and Mathematics 	ELL, SWD, Lowest 1/3	11/2014-2015	Principal, AP’s.
<ul style="list-style-type: none"> • School leaders will allocate funds to purchase school website through eChalk, online grading system (Skedula) . • School will purchase whiteboard materials to replace classroom blackboards. 	Teachers		Principal, AP’s

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional development in SIOP model in the following areas:
 - Sheltered Instruction Observation Protocol aligned to the Common Core Learning Standards
 - 99 Strategies for Successful SIOP Implementation
 - SIOP Essential Questions
 - SIOP Language Objectives
- CFN Support Team to provide in-class coaching for teachers. 3rd party vendors to support in assessing and planning intervention for both students and teachers.
- The school will align its budget to provide/supply teachers with additional training on Election Day, and Chancellor’s professional development day, and strategically aligned professional development opportunities during school and after-school.
- Materials for the instruction of ELL and SWD students in mathematics and ELA for after-school AIS.
- Budget meetings will take place with budget personnel to implement the professional development plan of action.
- Budget meetings will take place with budget personnel to implement the hardware and software plan of

action.

- Budget meetings will take place with budget personnel to implement the after school professional development plan.
- Budget meetings will take place with budget personnel to implement the purchase of instructional coaches.
- Budget meetings will take place with budget personnel to purchase textbooks in mathematics
- Budget meetings will take place with budget personnel to implement the after school and Saturday school academy.

- Use of common planning for 2x per week for review of best practices on modeling instruction, administering formative and summative assessments, and engaging students in cognitively challenging tasks across the content areas.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	X	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Priority & Focus funds will be used to purchase whiteboard material for replacement of classroom black boards.
- Priority & Focus funds will be used to create after school programs for targeted students in need of improvement in ELA, Mathematics, and ELL students.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

- Throughout the 2014-2015 school year, the principal will align budgetary sources to create after school professional development, after-school classes for students, and Saturday morning instruction programs with funding for per-session for supervisors and teachers in the instruction of the school’s ‘at risk’ student population.
- Throughout the 2014-2015 school year, Principal, Assistant Principals and coaches will meet on monthly basis to assess impact of the afterschool programs as well as software/hardware/equipment resources.
- Throughout the 2014-2015 school year, Principal and Assistant Principals will sit in on teacher teams to assess the teachers’ practices.
- Throughout the 2014-2015 school year, Principal and Assistant Principals, coaches and teachers will conduct professional development addressing Danielson 1e, 3b, 3c, and 3d.
- Teachers will provide feedback as to which professional learning opportunities were most useful and which professional learning opportunities they would like to receive during the next quarter. This feedback will inform the Professional Learning Committee’s professional development plan and will involve teachers to foster collaboration and trust amongst school leaders and staff.
- During the 2015 school year, teachers will receive professional development opportunities to develop the school’s website, and online grading system.

- During the 2015 school year, school administrators will conduct a 'Lunch and Learn' activity to professionally develop teachers in the school's 2014-2015 Instructional Focus.

Mid-Year Benchmark

- In February, school leaders will track the progress for each scep goal for the 2014-2015 school year.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:
Throughout the school year, JHS 125 has engaged in the following activities to engage parents within the school community.

- Open house and back to school nights – School administration, teachers, and parents welcome the school’s incoming and current 6th grade students for information on the aspects of the school.
- Parent Workshops – The school has engaged parents in monthly workshops involving teacher and students on the school’s curriculum and anti-bullying workshops.
- The Parent Teacher Association has conducted workshops on how the parents should be engaged in the school community.
- Parent Coordinator creates a monthly calendar of events for the school community as well as a monthly newsletter for the school.
- Quarterly progress reports are sent to parents regarding the academic status of their children.
- Principal attends monthly Parent Association meetings to update parents on the status of the school.

What the school needs to work on:

- By June 2015 school year, teachers will receive professional development opportunities to develop the school’s website, and online grading system.
- By June 2015 school year, school administrators will conduct a “Lunch and Learn” activity to professionally

develop teachers in the school's instructional focus.

- Reach out to parents for their expertise and help in performing arts skills.

Communication – School must use its resources to explore different methods for communicating with parents via the web or phone communication. The school must also communicate information to parents in ways that will engage the school's Bengali and Arabic population.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders, staff, and the Parent Coordinator will provide families support through workshops, programs, and sharing of performance data as evidenced by a 5% increase in parent and family participation at school events and parent activities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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. Attend 2 parent teacher conferences and 1 orientation for each grade in September.	Parents and students	September 2014 – June 2015	Principal, Assistant Principals, Parent coordinator, Teachers, school aids,
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 will review resources, roles and responsibilities available from the DOE by going over all resources, including the Parent Coordinator Webpage/Resource DOE, and engaging in Professional Development with the school staff to facilitate parent participation.	Parents, students, and community	September 2014 – June 2015	Parent Coordinator and administration.
Parent coordinator will provide no less than 2 workshops or meeting per month for parents.	Parents, students, and community	September 2014 – June 2015	Parent Coordinator and administration
Obtain and develop the school's website, an online grading system, and communication through school messenger to obtain updated real-time information on students.	Parents, students, and community		Principal, Assistant Principals, Parent coordinator, Teachers, school aids,

Throughout the 2014-2015 school year, the principal and various staff members will conduct staff trainings on the use of the JHS125HH.org website and other web 2.0 tools to engage parents.			Principal, Assistant Principals, Parent coordinator, Teachers, school aides,
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Family Nights/Informational Nights (evening times)
- Twice a month, during cabinet meetings afterschool
- Period 6 professional development
- Skedula
- Teacher teams (a parent engagement team)
- Resources used to communicate with parents are information flyers backpacked home and mailed to parents translated in multiple languages and communicating through translators when available.
- Administration meets once a month with Parent Coordinator to review all resources and how to effectively use them to engage our parent community.
- Handouts, booklets, and pamphlets pertaining to subjects being discussed at parent workshops.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Priority & Focus funds will be used to create a PLC team geared towards family engagement.
- Priority & Focus funds will be used to purchase Skedula online grading program and school website.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

To communicate more effectively with parents, the school is currently exploring the following throughout the 2014-2015 school year:

- **Web 2.0 tools**
 - Creation of the school’s website
 - Obtaining an online grading system
 - Quarterly PTA Calendar

Timeline:

- On a monthly basis, the principal and various staff members will conduct staff trainings on the use of Skedula and JHS125HH.org and will provide literature and letters to parents on programs and events within the school.
- On a monthly basis, the principal and various staff members will conduct parent-training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.
- Throughout the 2014-2015 school year, school administrators will monitor the use of Skedula and JHS125hh.org.
- The principal will coordinate with the parent coordinator and teachers to conduct parent technology nights to promote an online communication program with teachers and parents.

Mid-Year Benchmark

- In February, school leaders will track the progress for each SCEP goal for the 2014-2015 school year.

Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	State exam data, DRP data, report card information, teacher referral, department referral	AIS, Word Generation, Reciprocal Reading, pull-out for targeted students	Small group, one-to-one, tutoring	lunch time, after-school, Saturday school
Mathematics	State exam data, DRP data, report card information, teacher referral, department referral	iReady, Finish Line Math	Small group, one-to-one, tutoring	lunch time, after-school, Saturday school
Science	State exam data, DRP data, report card information, teacher referral, department referral	Regents Preparatory Academy, Reciprocal Reading	Small group, one-to-one, tutoring	lunch time, after-school, Saturday school
Social Studies	State exam data, DRP data, report card information, teacher referral, department referral	Regents Preparatory Academy, Reciprocal Reading	Small group, one-to-one, tutoring	lunch time, after-school, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SBST referral, Teacher referral, Dean referral, parent request, AP referral, Principal referral, agency referral	Positive Behavior Incentive Support Program, Student Incentive Programs, Child study team, At risk counseling plans, functional behavioral counseling, academic counseling, Community Outreach	Small group, one-to-one, tutoring	lunch time, after-school, Saturday school

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

- New Teacher Academy: New teacher training program conducted by Principal, Assistant Principals, mentor teachers.
- "Instructional Buddy" teachers and special emphasis on classroom intra-visitations
- A program schedule that builds common planning time, departmental conferences, and grade conferences
- Use of ARIS Learn to promote online teacher professional development
- Provide ongoing Professional Development for teachers and staff to ensure effective use of modeling and assessment strategies, rubrics, curriculum maps, unit planning and data analysis
- Partner with CFN 608 to provide lesson plan clinics, Instructional Rounds and classroom visits
- Monthly staff meetings to address teaching practices and data awareness
- Monthly meeting with Principal and Assistant principal.
- Attend teacher fairs to recruit teachers or other pedagogues
- Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members

2b. 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).

- S.I.O.P. training for ELL and SWD workshops for teachers Assistant Principals
- Teacher Inter-visitations.
- Instructional rounds led by network.
- Instructional Leads trainings hosted by the Network
- Principal led Professional Development for Assistant Principals and Teachers
- Teacher led Professional Development for teachers
- CFN and Central led Professional Developments
- MSQI training for administrators and teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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

Part 4: SWP Schools Only

4a. 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

4b. 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.
Default on Measures of Student Learning. MOSL committee selected to select Default Measures of Student Learning. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and professional development on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and the Achievement Coach.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	425,485	x	Pg. 12, 16, 19, 22, 24, 28
Title I School Improvement	Federal	NA	x	Pg. 22

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal n/a	102, 990 n/a	X n/a	Pg. 22 n/a
Title II, Part A	Federal	n/a	x	
Title III, Part A	Federal	13,172	x	Pg. 22
Title III, Immigrant	Federal	6,407	x	Pg. 22, 24
Tax Levy (FSF)	Local	2,434,848	x	Pg. 12, 16, 19, 22, 24, 28

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) JHS 125

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 the school. JHS 125 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 the school and the families. The 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 the school community. **JHS 125** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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. The school will maintain this information.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) JHS 125

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 08	Borough Bronx	School Number 125
School Name Henry Hudson		

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	74	9	1	15	0	8	11	0	3	100	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	74	9	1	15	0	8	11	0	3	100
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	2	2	1				
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 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. *D*
The majority of our parents have said that they want their child in our Freestanding ESL Program. The Program Selection forms are separated 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])?
Instruction is delivered utilizing the pull-out and collaborative push-in models. Advanced level ELLs receive push-in support from the ESL teachers in their Humanities classes. Beginner level ELLs, regardless of grade level, receive both push-in and pull-out services. ELLsSWD are serviced utilizing the pull-out model. In addition, the school provides several afterschool and weekend intervention/enrichment programs for ELLs.

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 advanced 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 advanced 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:			

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

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

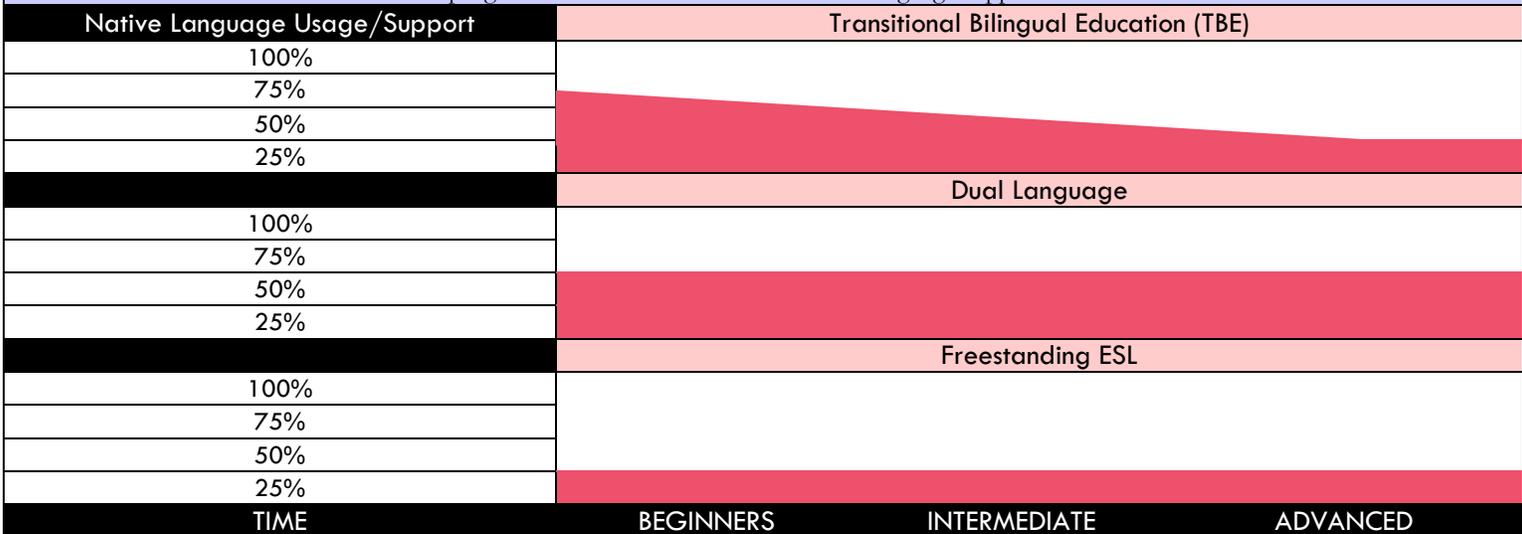
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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?
 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.
4. How do your parental involvement activities address the needs of the parents?
 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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
Total # of ELLs to be served: 60
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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 93 ELLs.

To address the unique academic and linguistic needs of our ELLs, we will begin a Saturday Academy. This program will be held on 16 selected Saturdays, from 9:00 am-12:00 pm. The program will begin on Saturday, December 13, 2014 and continue through Saturday, May 16, 2015.

The Saturday Academy will encompass ESL, ELA, and Math instruction. We will utilize Rosetta Stone, Reading A-Z and the Voyager Language program for ELA/ESL instruction, for Math we will use V-Math.

The literacy component of the Saturday program will have a monthly instructional focus in which students will develop academic vocabulary, be exposed to literature pertinent to the monthly theme and compose a writing piece aligned with the monthly focus. Each month will culminate with a cultural excursion that is tied to the monthly instructional focus.

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 2014 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 ESL/Bilingual teacher working with a content certified Math teacher. 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 Rosetta Stone program in conjunction with academic instruction in ELA/Math, and monthly field trips to educational and cultural institutions, students language acquisition will increase.

December 2014

Part B: Direct Instruction Supplemental Program Information

Monthly Instruction Focus: Relationship between Culture and Neighborhoods

Monthly Trip: El Museo Del Barrio,

Rationale: Students will learn the following: Exploring the vibrancy and diversity of Latino Culture through free art-making workshops, storytelling, concerts. Showcases of traditions, cultural expressions, and the latest in Latino art.

February 2015

Monthly Instruction Focus: Family Life on a 19th Century Estate

Monthly Trip: Bartow Pell Mansion

Rationale: Students explore the 19th century and make comparisons to their own modern-day lives while touring the Greek Revival mansion and carriage house. Museum educators lead discussions about the Bartow family, technology, labor, gender roles, immigration, and transportation. Participants also create a thaumatrope, a 19th-century moving-image toy.

March 2015

Monthly Instruction Focus: Integration of Language/Academics Through Activities

Monthly Trip: Museum of the City of New York

Rationale: School workshops which apply learning approaches that introduce children to the bilingual world through interactive immersion activities that incorporate music movement, reading and writing etc.

April 2015

Monthly Instruction Focus: Immigration and It's Influence on the United States

Monthly Trip: Ellis Island 2015

Rationale: How over 100 million Americans can trace their ancestry to the immigrants who crossed this island before dispersing to points all over the country. Peoples role in immigration history, and view it in the context of its time and the still broader context of four centuries of immigration to America.

May 2015

Monthly Instruction Focus: Exploring Important Landmarks and Skyscrapers In New York City

Monthly Trip: Circle Line

Rationale: Students will learn the history of important landmarks, skyscrapers and the Huson Rivera (Statue of Libery, Ellis Island and the Empire State Building) and their connection with the immigrants that build them. Connecting the Hudson Rivera historically with the school name Henry Hudson.

Part B: Direct Instruction Supplemental Program Information

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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 Rosetta Stone program in conjunction with academic instruction in 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

Begin description here: I.S. 125 has not made our Adequate Yearly Progress (AYP) for ELLs. To address this area of concern, teachers of ELLs 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 ELLs such as scaffolding, vocabulary development, best practices, grouping, and utilizing data in their planning

Topic 1: Promotion Policy: ELL's Grades 3-7/Grade 8

Rational: Faculty members are not familiar with the promotion policy of ELL students when considering grades for report cards.

Date: December 2, 2014

Time: 1:13-2:20 p.m.

Name of Provider: N. Medina, A.P.

Audience: Mr. Pacheco (Math), Mr. Nunez (Math), Ms. Theus (ELA), Ms. Capers (Sci), Ms. Trayvilla (Sci), Ms. Akter (Sci), Ms. Gaskin (SS) but not limited to other faculty members.

Topic 2: "Push-In/Pull-Out" ESL which lends itself to our school?

Rational: Faculty members are unclear of how the pull-out/push-in program works and what does it involve.

Part C: Professional Development

Date: January 6, 2015

Time: 1:13-2:20 p.m.

Name of Provider: Mr. G. Debouto, ESL

Audience: Mr. Pacheco (Math), Mr. Nunez (Math), Ms. Theus (ELA), Ms. Capers (Sci), Ms. Trayvilla (Sci), Ms. Akter (Sci), Ms. Gaskin (SS) but not limited to other faculty members.

Topic 3: Language Other than English Conference

Rationale: Focus on effective instructional strategies and resources to help engage all learners in LOTE classrooms.

Date: February 3, 2015

Time: 8:00-3:00 p.m.

Name of Provider: Department of English Language Learners & Student Support

Audience: Mr. Godwin Debouto, E.S.L. Teacher

Topic 4: Instructional Strategies and Resources

Rationale: Focus on effective instructional strategies and resources to help engage all ELL students in the classroom.

Date: March 3, 2015

Time: 1:13-2:20 p.m.

Name of Provider: Mr. Godwin Debouto, E.S.L. Teacher

Audience: Mr. Pacheco (Math), Mr. Nunez (Math), Ms. Theus (ELA), Ms. Capers (Science), Ms. Trayville (Science), Ms. Akter (Science), Ms. Gaskin (S.S.), but not limited to other faculty members.

Topic 5: Language Learners (ELLs) in the Mathematics Classroom

Rationale: To provide guidelines in developing mathematic language objectives to assist English Language Learners in achieving academic language fluency.

Date: March 16, 2015

Time: 8:00-3:00 p.m.

Name of Provider: Department of English Language Learners & Student Support

Audience Mr. Jover Nunez, Mathematics Teacher

Part C: Professional Development

Topic 6: Language Learners (ELLs) in the Mathematics Classroom

Rationale: To provide guidelines in developing mathematic language objectives to assist English Language Learners in achieving academic language fluency.

Date: April 14, 2015

Time: 1:13-2:20 p.m.

Name of Provider: Mr. Jover Nunez, Mathematics Teacher

Audience: Teachers to receive the training include: Mr. Debouto (ESL), Mr. Pacheco (Math), Mr. Nunez (Math), Ms. Theus (ELA), Ms. Capers (Sci), Ms. Trayvilla (Sci), Ms. Akter (Sci), Ms. Gaskin (SS) but not limited to other faculty members.

Topic 7: Promotion Criteria/Grading Rubrics for ELL Students

Rationale: The rubric is to be used for ELLs who cannot be accurately graded on the standard grading policy. Promotion criteria to assist in the classification of ELL student's promotion standards.

Date: May 5, 2014

Time: 1:13-2:20 p.m.

Name of Provider: Dr. Arjoon, A.P./Mr. Debouto, ESL Teacher

Audience: Teachers to receive the training include: Mr. Pacheco (Math), Mr. Nunez (Math), Ms. Theus (ELA), Ms. Capers (Science), Ms. Trayvilla (Science), Ms. Akter (Science), Ms. Gaskin (S.S.) but not limited to other faculty members.

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: I.S. 125 has a low parent involvement rate. To increase parent participation in the school, parents will personally be invited to our monthly field trips. 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. We will also schedule a college visit in the spring, inviting parents to take part in the event. Parents will be notified of all events through letters and phone calls. The above will begin in December 2014 and last until May 2015.

Part D: Parental Engagement Activities

Topic 1: Common Core Learning Standards

Rationale: Parents will learn that the CCLS are a set of sequential benchmarks to show what a child needs to have learned and be able to do by the end of the year. The ultimate goal is for each student to graduate ready and able to move on to college or into a career.

Date: December 11, 2014

Time: 6:00-8:00 p.m.

Name of Provider: Ms. Gregory, ELA Teacher

Audience: Parents of students from 6th-8th grade

Topic 2: Homework Help Tips

Rationale: Provide parents with information to help their children manage their homework load through out middle and high school years. Including methods for developing test-taking skills, strategies to reduce test-anxiety, ideas for learning outside of school, and an explanation of the recently-developed Common Core State Standards and their benefits for today's students.

Date: January 29, 2015

Time: 6:00-8:00 p.m.

Name of Provider: Ms. W. Detiberiis, Parent Coordinator

Audience: Parents of students from 6th-8th grades

Topic 3: ELA Test Prep/Math Test Prep

Rationale: To increase the parents awareness of understanding of what skills students have mastered and where they may have learning gap; testing helps students understand how they are doing in a subject and what they still need to learn and academic areas they are still struggling. Parents will be able to help boost their child's testing skills by knowing the do's and don'ts.

Date: February 12, 2015/February 26, 2015

Time: 6:00-8:00 p.m.

Name of Provider: Dr. N. Arjoon/Mr. F. Lewis

Audience: Parents of students from 6th-8th grades

Topic 4: Preparing for the NYSESLAT

Rationale: Parents will learn that the NYSESLAT is a New York State English as a Second Language Achievement Test. This test assesses a student's English proficiency in: listening, Speaking, Reading, and

Part D: Parental Engagement Activities

writing. They will also know that their children who are identified as English Language Learners take the test until they score "proficient" it can take several years for a child to become "proficient".

Date: March 24, 2015

Time: 6:00-8:00 p.m.

Name of Provider: Mr. G. Debouto, ESL Teacher

Audience: Parents of ELL students in grades 6th-8th grades

Topic 5: What Is ESL?

Rationale: Parents will be able to learn: Students in K-12th grades who have been identified as English Language Learners (ELL). All of our students come from homes where a language other than English is spoken. Our students speak a variety of languages including Russian, Chinese, Armenian, Kurdish and Spanish. Our job is to support these students in the reading, writing, listening, and speaking of English.

Students receive their ESL services in two different ways. All ESL teachers work with students in their regular classroom settings. Sometimes it is necessary to work with students outside of their classroom in a small group setting. Either way services are delivered, the curriculum of the classroom or grade will be covered, as well as, the needs of the student.

Date: April 14, 2015

Time: 6:00-8:00 p.m.

Name of Provider: Mr. G. Debouto, ESL Teacher

Audience: Parents of ELL students in 6th -8th grades

Topic 6: Bullying

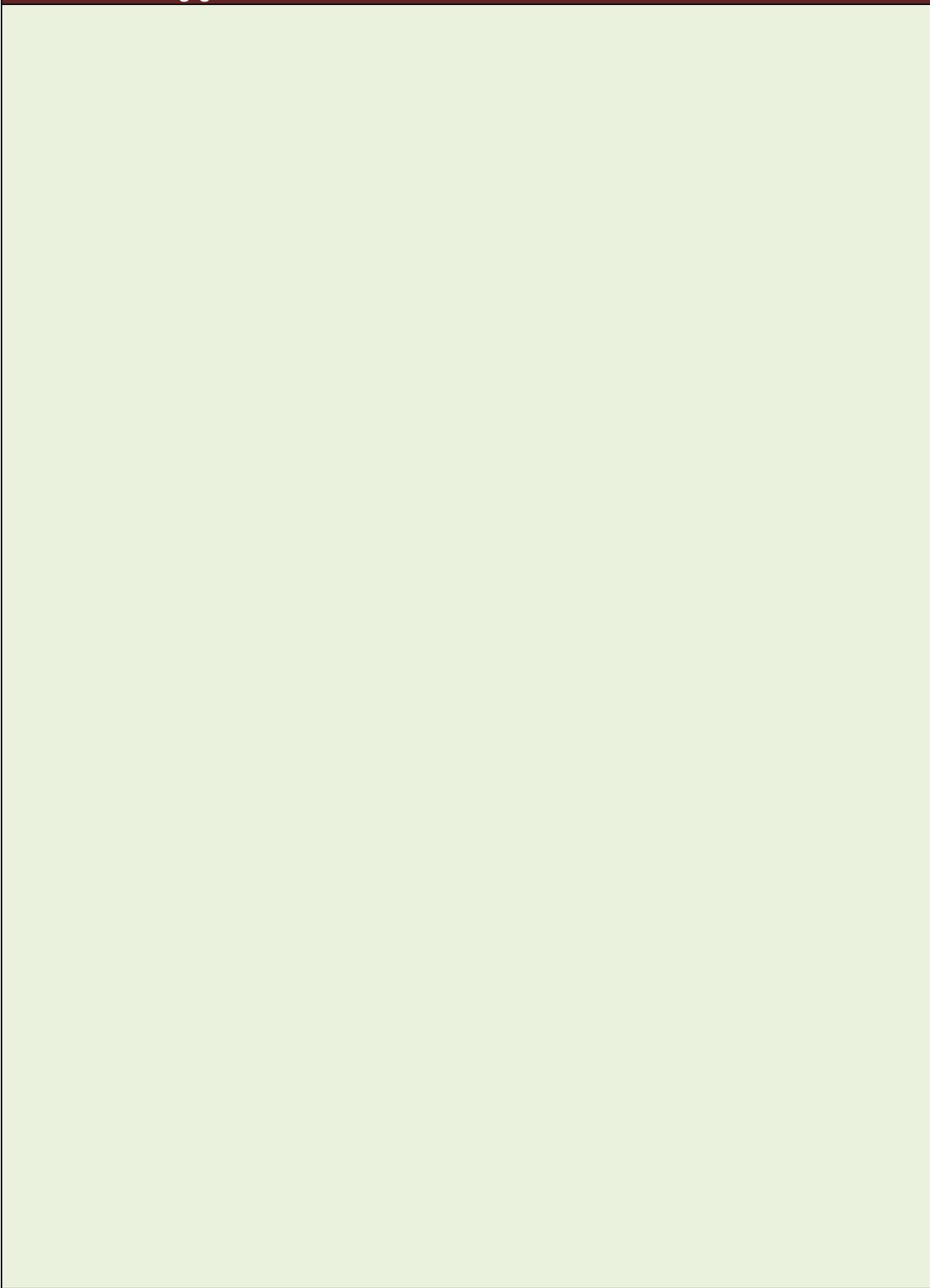
Rationale: Parents will learn a clear definition of bullying and identify the specific behaviors associated with bullying, strategies for preventing these types of bullying behaviors and intervening when they occur.

Date: May 16, 2015

Time: 6:00-8:00 p.m.

Name of Provider: Mr. Davis, Dean/MsDetiberiis, Parent Coordinator

Audience: Parents of students in 6th-8th grades.



Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$0

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	_____	_____