

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **I.S. 289**

Principal: **ZEYNEP OZKAN**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: IS 289: Hudson River Middle School School Number (DBN): 02M289
Grades Served: 6-8
School Address: 201 Warren Street
Phone Number: (212) 571-9268 Fax: (212) 587-6610
School Contact Person: Sandy Leung Email Address: sleung@is289.org
Principal: Zeynep Ozkan
UFT Chapter Leader: Stephen Husiak
Parents' Association President: Anne Albright
SLT Chairperson: Stephen Husiak
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue, 7th Floor, NY, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3815 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan, District 2 Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th floor, NY, NY 10001

YChu@schools.nyc.gov

Director's Email Address:

(646) 470-0721

(917) 339-1765

Phone Number:

Fax:

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Zeynep Ozkan	*Principal or Designee	
Stephen Husiak	*UFT Chapter Leader or Designee	
Anne Albright	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative (staff), if applicable	
Not Applicable	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Cecily Halliburton	Member/ Parent	
Michelle Best	Member/ Parent	
Patricia Laraia	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ellie Murphy	Member/ Parent	
Jaclyn Maricle	Member/ Teacher	
Laura Caccavale	Member/ Teacher	
Chi-Man Ng	Member/ Teacher	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

IS 289, The Hudson River Middle School, is a small, 300-student middle school in the Tribeca/ Battery Park City area of New York City. It is a dynamic learning community, thoughtfully organized to support its diverse student body in meeting high standards. The community combines high expectations with high levels of support, creating a bridge between challenging curriculum goals and students' unique talents, needs and learning styles. IS 289 seeks to develop in each student critical-thinking and problem-solving skills. Our goal is to cultivate in each student the habits of mind that lead them to thoughtfully apply these skills in a variety of situations, both in school and in the larger world. Taking advantage of young people's social tendencies and needs, we create opportunities for students to develop, test, revise, and refine their thinking and then communicate their understandings to a larger audience.

IS 289 is a District 2 choice middle school, not a zoned school. Its Department of Education mandate is to serve a heterogeneous student body. The school selects students in the winter-spring from among applicants to its 6th grade. Our holistic assessment of applicants includes evidence of commitment to collaboration, attendance data and teacher recommendations. IS 289 has made a deliberate effort through its recruitment and selection process to create a diverse student body. The school has developed resources to meet the academic and social needs of its students and families. Currently, approximately 35% of our students are from neighboring elementary schools within two blocks of the school; the immediate neighborhood is predominantly white middle class. Another 35% of our students come from Chinatown schools; these students live 1.5 to 2.5 miles from the school. Most of the remaining students come from other District 2 schools, most of them in Greenwich Village, and very few from outside the district.

About 18% of our students have Individualized Education Plans and receive the full continuum of services including ICT, SETSS, and related services including speech, counseling, occupational and physical therapy. We have a very small formal ELL population (rarely more than 3 students school-wide), but over 25% of our students were once identified as an English Language Learner and have since graduated from that designation. The IS 289 community speaks over 15 different languages in their homes.

The school houses three general education classes on a grade, grades 6 through 8, heterogeneously grouped, with a class size averaging 32 students. The faculty is departmentalized, with one teacher for each subject area — literacy, math, social studies, and science — on each grade level. We have one Spanish language teacher who teaches classes to both 7th and 8th grade students. We use block scheduling for the four core subjects. Other classes, taught for single periods, include physical education, advisories, and academic coaching. Small-group intervention classes focus primarily on reading and math, and are held during the school day. Each child is paired with an adult who serves as the child's academic coach and who meets with the child in regular intervals every two or three weeks.

Throughout the curriculum, there is continuity in instruction and a focus on creating rigorous experiences for students using lessons that are rooted in the workshop model of instruction. Except in mathematics, teachers use textbooks only as one of many resources; instead, classrooms have libraries rich with trade books, both fiction and non-fiction, maps, illustrations. Students also conduct research through well-informed internet searches and trips to museums and other sites of interest in the city. Student assessment is primarily through projects, many of which are integrations of learning in more than one content area. Faculty collaborate closely with one another to create a community of learners among students in a supportive environment.

Among its partnerships, IS 289 maintains its work with the TC Reading and Writing Project and has begun a relationship with Facing History and Ourselves. The comprehensive after school program is completely coordinated by Manhattan Youth.

02M289 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	292	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	20	# SETSS	9	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	9	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	2.1%	% Attendance Rate			96.1%
% Free Lunch	33.8%	% Reduced Lunch			5.1%
% Limited English Proficient	0.7%	% Students with Disabilities			16.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			9.9%
% Hispanic or Latino	15.0%	% Asian or Native Hawaiian/Pacific Islander			34.8%
% White	38.9%	% Multi-Racial			1.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	58.6%	Mathematics Performance at levels 3 & 4			62.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			84.2%
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	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
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	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			N/A
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 – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Rigorous instruction can be monitored in multiple ways. Standardized test data indicates that students perform better on state exams each year they are at IS289, however the faculty, students, and families, communicate a desire to have one performance assessment multiple times in a year that communicates student performance to families and students almost immediately. In 2014-2015, IS 289 made a goal to pilot assessment and feedback systems for the first year of a three year plan. This allowed the school to analyze its current assessment practices and needs as a whole school community. In doing so, each department was able to plan not only assessments of significant value, but also plan better feedback systems. Now, in year two of the assessment goals, the school will pilot assessment plans to determine effective and efficient methods of assessment and feedback.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, departments will have collaboratively developed CCLS-aligned assessments to improve rigorous instruction as measured by the development of three periodic assessments of school-wide competencies.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><i>TCWRP Performance Assessment in Non-Fiction Writing</i></p> <p>Results and implications for instruction will be discussed with families in November and March family conferences. Reports will be included in June report cards.</p>	<p>All</p>	<p>October, February, May</p>	<p>Social Studies and Science Teachers on each grade</p>
<p><i>TCWRP BookBand Assessments, fiction</i></p> <p>Results and implications for instruction will be discussed with families in November and March family conferences. Reports will be included in June report cards.</p>	<p>All</p>	<p>October, February, May</p>	<p>General Education Literacy Teachers on each grade</p>
<p><i>F&P Running Records</i></p> <p>Results and implications for instruction will be discussed with families in November and March family conferences. Reports will be included in June report cards. Current IEPs will reflect the updated assessments.</p>	<p>SWD and ELLs</p>	<p>October, February, May</p>	<p>Special Education Case Managers on each grade</p>
<p><i>Math Practices Assessment for Modeling in Mathematics</i></p> <p>Results and implications for instruction will be discussed with families in November and March family conferences. Reports will be included in June report cards.</p> <p><i>Math Periodic Assessment</i></p> <p>Results and implications for instruction will be discussed with families in November and March family conferences. Reports will be included in June report cards. Current IEPs will reflect the updated assessments.</p>	<p>All SWD and ELLs</p>	<p>October, February, May October, February, May</p>	<p>General Education Math Teachers on each grade Special Education Case Managers on each grade</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Special Education teachers will schedule release time to administer the assessments. General Education teachers have planned the tentative dates into their curriculum. Feedback and review will be planned into the PD cycles for both the department inquiry and the full faculty inquiries.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
In both the October and February assessments, departments and grade teams will engage in protocols to look at student work to determine next steps to customize instruction such that high standards can be achieved by students. After the February assessments, eighty percent of students are expected to have demonstrated improvements in at least one of the criteria for evaluation in reading, writing, or math.										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Faculty and family surveys have indicated that a more comprehensive social-emotional support program would be well received by the students. The aim is to engage students in a curriculum that empowers them to take a more activist stance on maintaining a supportive environment. The teachers of the eighth grade Advisory program piloted an Advisory curriculum co-created with Facing History and Ourselves in 2014-2015 with great success, according to student and faculty feedback. The program will be expanded this year to include another grade.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, advisory teachers for sixth grade students will have improved the school’s supportive environment by collaboratively designing and implement curriculum regarding the topics of identity, community, and safety as measured by three new units of study in the Advisory curriculum.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Initial planning and needs assessment; consider specifically the needs of former English Language Learners (F-ELLs) and students with disabilities (SWDs).</p>	<p>6th grade advisory teachers</p>	<p>June 2015</p>	<p>Principal</p>

Unit Planning and yearlong overview during a half-day session prior to the opening of school.	6 th grade advisory teachers	September 2015	Facing History consultant, and the grade team Advisory facilitator
Reflection and unit development during Professional Development sessions five times a year during extended grade team meetings; specifically identify F-ELLs and SWDs who may need or have already demonstrated a need for support in accessing the Advisory curriculum. Develop strategies to address these needs and engage families in understanding the Framework element Supportive Environment.	6 th grade advisory teachers	Fall, Winter, Spring	Facing History consultant, and the grade team Advisory facilitator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The PTA has raised funds to support teacher development in areas of curriculum design. We will contract with Facing History to support this work. Tax levy funds will be used to support release time for teachers when needed. The schedule was redesigned to separate and protect advisory time from academic time so that it can focus on the social-emotional development of our children.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 st Century Grant	SIG/SIF	X	PTA Funded	In Kind Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Self-evaluations are designed into the Facing History partnership. These will occur among the faculty after each unit of study for students. By February, one and a half of the three units will have been completed.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

During the year end evaluation of the PD, the PD committee noted that the teacher leadership of the PD time was supportive of faculty interests. Because school goals were developed in conjunction with observations and meetings with teachers, and because faculty communicated their PD interests through a survey from the PD committee, PD was well aligned with school needs. It was also noted that units of study should start sooner in the year, last longer than 4 weeks, include more flexible grouping of faculty, and have a standardized mechanism for quality evaluation. The Quality Review and School Survey indicate that teacher teams trust each other and respect one another, thus making the implementation of the above noted improvements important for maintaining the school’s culture of collegiality and professionalism.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the professional development committee will have executed a plan that balances school goals with individual faculty needs as measured by one unit of study derived from faculty goals as identified by student performance and faculty observations, and at least one unit of study derived by CEP goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	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?
Form new PD committee, administer faculty surveys, perform formative observations and initial planning conferences.	Faculty	Complete by the end of October	School leadership and PD committee members
PD committee meets to plan PD and compile resources.	PD committee	Monthly	PD committee chair
Evaluate PD plan to consider the needs of SWDs and F-ELLs. Revise units of student to adjust to student data and faculty feedback.	Faculty	After each unit of study and in January and May	PD committee chair and unit of study facilitators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The PD committee will meet after school, using Tax Levy funds for per session. All instructional resources will be free through open-source options, purchased by the PTA, or NYSTL funded.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, one unity of study aligned with the CEP will be completed. There will be a standardized evaluation for each unit of study by the faculty. In February and May, the committee will also review its plans to ensure it reflects current needs.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The adoption of the Danielson Framework will be in its third year. An implementation program has been designed to include cycles of observation, planning days, department inquiries, and PD opportunities. These cycles were designed to inform each other and build on each other. The school quality survey results indicate that faculty highly value peer and administrative feedback. However, effective school leadership will support faculty growth by scheduling observation cycles and department inquiry units aligned with department planning days to ensure observation feedback and inquiry results can be used by faculty for planning units of study on planning days.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a cohesive PD, observation, and inquiry cycle that will result in as measured by the use of observation feedback, inquiry results and school data in 80% of the faculty’s unit plans submitted on planning days.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conduct Initial Planning Conferences (IPCs) with faculty and formative observations to gain key data for professional development.</p>	<p>Faculty</p>	<p>September and October</p>	<p>School Leadership</p>
<p>Review data with PD Committee to assess PD plans.</p>	<p>PD committee</p>	<p>October, November, and December</p>	<p>School Leadership</p>
<p>Complete two rounds of observations such that feedback aligns with or shapes department inquiry work for winter and spring.</p>	<p>Faculty</p>	<p>January and May</p>	<p>School Leadership</p>
<p>Collect units revised on planning days to support the use of inquiry results and observation feedback within each newly revised unit.</p>	<p>Faculty</p>	<p>May</p>	<p>School Leadership</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Annual planning calendar includes evaluative cycles and department inquiry cycles. Contractual professional development time has fifty-five minutes per week allotted to department inquiries. Tax Levy funds will be used for per diem coverage for faculty planning days.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By the end of February, two observation cycles will have been aligned to one department inquiry. Units designed by faculty on the subsequent planning day will include revisions based on one feedback item and one inquiry result.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The School Leadership Team (SLT) and the PTA have made a priority of finding ways to engage families with the school and each other during their child’s middle years, grades six through eight. The Quality Review indicates that families feel as though there is a culture of respect and that their child’s progress is routinely communicated, however, after multiple years of testing out various programs, the SLT has concluded that 1) during some months, there are too many events for families to attend all of them, 2) PTA meetings can be combined with other school events, 3) workshops from outside professionals and teachers that rise out of community needs are a draw for families, and 4) events where families can meet teachers or see their child’s work are also a draw for families. Therefore, the SLT would like to ensure that there is one event planned each month that supports these observations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school leadership team will have created a program for families and students to see student work, socialize, or learn new information as measured by one event scheduled for each month.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
Create a tentative calendar in September in conjunction with the PTA executive board.	Families	September	PTA and School Leadership
Work with the SLT to bring in guest speakers to meet the needs of the community. Survey families to gain information. Use prior years' resource list from the SLT and feedback from previous events to choose purposeful events, including presentations from prominent psychologists, internet safety workshops, and understanding IEPs.	Families	Fall and Winter	SLT
Add faculty scheduled events such as gallery walks and parent workshops to the same calendar. Include key dates such as the community potluck prior to the winter music concert.	SLT and PTA	Fall and Winter	School Leadership
Disaggregate family and student feedback into sub-groups to determine which kinds of programming are meeting or will meet the needs of key subgroups such as F-ELLs and SWDs.	Families	Winter	SLT

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers running workshops for families will be paid per session. The PTA will pay guest speakers. Planning will be done during family engagement time and SLT meeting time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, progress towards this goal will be measured by the completion of five school based events for families.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Teacher assessment and referral. State Test scores.	Evidence for arguments and student-to-student discussions. Find and create Claims and Big Ideas in non-fiction writing.	Small Group	During school
Mathematics	Teacher assessment and referral. State Test scores.	Fluency and math practices.	Small Group	During school
Science	Teacher assessment and referral.	Evidence for arguments and student-to-student discussions. Find and create Claims and Big Ideas in non-fiction reading and writing	Small Group	During school
Social Studies	Teacher assessment and referral.	Evidence for arguments and student-to-student discussions. Find and create Claims and Big Ideas in non-fiction reading and writing	Small Group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral from parent or school personnel.	Pragmatic Speech, At-Risk Counseling for socialization and emotional issues, Behavior plans for problematic and disruptive behaviors.	Small Group or Individual	During 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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.

School-Parent Compact (SPC)

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

I. School Responsibilities

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

- using school time efficiently;
- respecting cultural, racial, and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers.

Support home-school relationships and improve communication by:

- conducting family conferences during which the individual child's achievement will be discussed;
- arranging additional meetings at other flexible times for those families who are unable to attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and family programs, meetings, and other activities in a language or format that families can understand;
- involving families in the planning process to review, evaluate and improve this Compact;
- providing families with timely information regarding performance profiles and individual student assessment results and other pertinent information;
- ensuring that the School-Family Compact is available to parents each year.

Provide families reasonable access to staff by:

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

Provide general support to families by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance, ensure that my child arrives to school on time, and follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by scheduling a bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits on the amount of time my child watches television, plays video games, and uses a computer for non-school purposes;

- promote positive use of extracurricular time such as extended-day learning opportunities, clubs, sports, and/or quality family time;
- discuss school rules and regulations with my child and require him/her to follow them;
- volunteer in my child's school or assist from my home as time permits;
- participate in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about my child's education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms, and notices as requested by the school;
- participate in the development, implementation, evaluation, and revision of this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve, to the extent possible, on advisory groups (e.g., School or District Leadership Teams);
- share responsibility for improving the academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 289
School Name I.S. 289: Hudson River Middle School		

B. Language Allocation Policy Team Composition

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

Principal Zeynep Ozkan	Assistant Principal Andolyn Brown
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Jennie Cohen	School Counselor Emily Kustal
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Sandra Leung
Related-Service Provider Cynthia Kerns	Borough Field Support Center Staff Member Maria Broughton
Superintendent Bonnie Laboy	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	289	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	1					1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1						0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)							1							0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							5							0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		1			0
7					0
8					0
NYSAA	1				0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6			1						0
7									0
8									0
NYSAA	1								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1						0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
IS 289 uses TCRWP reading and writing assessments for baselines and benchmarks. Each student's instructional plan is determined by using not only these assessments, but also by reviewing classroom assessments given by the general education, special education, and the ENL teachers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
With only two ELLs, there is insufficient data to conclude that any patterns exist.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Although the data above is insufficient to draw conclusions, classroom and internal assessment data is used. These two students are in need of extra writing and comprehension support above all else. One student's disabilities impact her speech development and therefore she has additional goals related to using words as she speaks.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

There is insufficient data for patterns across proficiencies and grades. The ELLs at IS 289 take tests only in English because it is their most proficient language, and thus preventing a comparative analysis with native language assessments. ELL specific assessments through the Periodic Assessment framework are best used with one student and is used to corroborate classroom and benchmark assessments. The school creates assessments for other student because her disabilities prevent access to the standard periodic assessment. These students are assessed in an ongoing basis through their ESL and classroom teachers. Those assessments are published through our online tracking program so that all teachers and the child's parents can view the data. Neither student has the proficiency for home language assessments and both students are provided resources in personnel and digital devices to assist the child in writing and expression when needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] First, there are strong classroom structures to support all learners. Curriculum based on projects and student choice provides many opportunities for students to access content in various ways. Interventions are offered for specific needs during the school day for ELA and Math. ELLs have an ELL teacher assigned to them to manage their cases and monitor growth and interventions.
6. How do you make sure that a student's new language development is considered in instructional decisions? Students' ELL and FELL status is included in every class list provided to teachers. Teachers create interventions to support the needs of students as they are identified. The ENL teacher supports instruction by identifying predictable areas of misunderstanding.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). There are four levels of diagnostics at IS289: daily classroom assessments, periodic classroom assessments in reading and writing using TCWRP, ELL periodic assessments, and state assessments. As ELLs academic performance improves, we see it in state test score growth as well as graduation from the NYSESLAT exam. The ENL teacher is the case manager who monitors these diagnostics.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Any student not previously enrolled in the DOE who registers at IS 289 is given the home language survey (HLIS) and/or oral interview Laura Caccavale, pupil accounting secretary, or Emily Kustal, guidance counselor, or Jennie Cohen, ENL teacher. If necessary, and through consultation in the Language Proficiency Team, Ms. Cohen administers the NYSITELL and possibly the Spanish LAB within 10 days of a student's arrival at school. The family is notified within 3 days of the LPT teams recommendation or the NYSITELL results.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
If there are any indicators during the ELL identification process that the child may have interrupted or inconsistent formal education, and the student's NYSITELL results are at the entering/beginner or low intermediate/emerging level, the SIFE questionnaire or the LENS will be administered.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
If the newly enrolled child previously had an IEP, the IEP team determines the language of special education programs and services delivered. If the child did not have an IEP, yet there are indicators to suggest an evaluation might be necessary and appropriate RTI steps have been completed, the CSE will conduct the evaluation and make appropriate recommendations. The IS289 LPT overlaps with the SIT by having the Principal and Special Education Liaison on both teams. The LPT consists of the Principal, the Special Education Liaison, the ENL teacher, the child's parent or guardian.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Once a student enters the ELL identification process, a case manager is assigned to that child. This case manager monitors each stage of the the identification and potential delivery of services processes.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Personal contact to each family in their home language is conducted by the previous case manager, or the ENL teacher, to inform families of their right to appeal an ELL status. Families need only submit a written request to initiate the re-identification process.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Each family whose child is identified as an English Language Learner meets with an administrator/designee and a translator, if necessary, within 10 days of identification. The administrator/ designees are: Zeynep Ozkan, Principal, and Emily Kustal, Guidance Counselor. The translators are Sandra Leung for Chinese and Jennie Cohen for Spanish. Office of Translation is used for all other languages. After the NYSITELL is scored, the school sends the family an Entitlement or Non Entitlement Letter in the preferred language. The Principal or designee assists the family in exploring schools for each option. We inform the families that in the New York City Department of Education there are three program options for ELLs: Transitional Bilingual Education (TBE), Dual Language, and freestanding English as a New Language (ENL). Families are informed that IS289 has a freestanding ENL program. ELLs do not need to exit the program once they reach proficiency. Families may view a video explaining the program choices as well if the family chooses. If the family request a TBE or Dual Language program, the principal or designee contacts the ELL Specialist in the Division of English Language Learners and Student Support to support the school in identifying schools with the option desired. Meanwhile, the child will be placed in the ENL program at IS289.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The administrator or designee provides the family with the Parent Survey and Program Selection form in the preferred language, and requests that the family return the forms to the school. The case manager monitors the submission of forms and reaches out to the family in their preferred language if the forms are not turned in. The Pupil Accounting Secretary ensures the paperwork is entered into the child's file. The LPT meets weekly to review outstanding cases and create intervention plans. Office personnel assist in reaching out to the family, student, and the homeroom teacher for each child. The family's preferred language is used as the primary mode of communication, both verbal and written.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. These forms are closely monitored for completion by the case manager. The LPT meets weekly to review outstanding cases and create intervention plans. Office personnel reach out to the family, student, and the homeroom teacher for each child. The family's preferred language is used as the primary mode of communication, both verbal and written. If the parent does not return the form within 5 school calendar days, the student is placed in ENL.
9. Describe how your school ensures that placement parent notification letters are distributed. These forms are closely monitored for completion by the case manager. The LPT meets weekly to review outstanding cases and create intervention plans. Office personnel reach out to the family, student, and the homeroom teacher for each child. The family's preferred language is used as the primary mode of communication, both verbal and written.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Records are kept in the student's permanent record and accessible to authorized personnel. Permanent records are kept in locked file cabinets in a storeroom on the fifth floor.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL teacher attends the professional development sessions offered by the city each year to stay abreast of the latest updates. That teacher also coordinates the scheduling of students so that all four sections are administered according to the administration manual's directions that year. The testing coordinator secures the tests and monitors that the procedures are followed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The LPT ensures that a case manager is assigned by reviewing the RLAT report from ATS. The case manager monitors the distribution of all letters and outreach to the family.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our data over 15 years indicates that parents prefer a Freestanding ESL program. Only once has a family opted to transfer to a Transitional Bilingual Education program in another school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
The ENL program is largely push-in. On the discretion of the teacher, the students may be pulled out for additional support outside the general education classroom. The ELL students are scheduled into heterogenous classes.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The students know that the push-in teacher is the ENL teacher. Her schedule is designed each year to meet the mandates of the current ENL population. She is officially scheduled in STARS.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The program uses a whole language thematic approach and teaches learning strategies and vocabulary which support ELLs in their general education classes. All four language acquisition skills—reading, writing, listening and speaking—are facilitated. ELLs read and write for authentic purposes, individually and in partnerships. The Balanced Literacy Model is incorporated in to the ENL program. Instructional strategies include read alouds, shared readings, guided reading, literature responses (oral and in writing), and written journals.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students preferred language interests are determined early in the year. To date, no student has preferred instruction or assessment in their home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All modalities are already required and practices in all content areas. A project based curriculum with multi-text emphasis (video, audio, articles, trade books, children's books, and text books) ensures multiple ways of accessing content. The ELL students receive additional explicit instruction in all four modalities as part of the teacher's curriculum.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusThis school has not had any SIFE students in the last 7 years and thus has not created a current separate instructional plan for these students. Student's with IEPs receive extra support from their service providers. Teachers work with students to compile word lists and to develop content area vocabulary. The focus with regard to long term ELLs is two-fold: increasing access to content specific domians as well as preparing students to pass the NYSESLAT. ELLs who need additional support may receive other services, including summer school instruction, counseling, peer tutoring, and other extended day academic services. Students who recently passed the NYSESLAT receive testing accomodations as per the state regulations. Additionally, those students are identified on class lists for teachers to facilitate small group instruction as needed.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
To date, no students have been re-identified. If a student is re-identified, the LPT will review the school based data on the child's performance. The team will review the data when baseline and bechmark assessments are completed. This occurs in fall, winter, and spring.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Each content area continually adds to their content specific libraries. These libraries are also being leveled throughout the year. Not only does the librarian assist in selecting appropriate books for students in English and their primary language, but classes also have libraries with leveled books. Students read a variety of genres, both fiction and non-fiction. Special

Chart emphasis is placed on supporting the literacy work—reading, writing, and speaking—of the students' classes. Instructional materials include DVDs, CDs, magazines, and games. A project based curriculum with multi-text emphasis (video, audio, articles, trade books, children's books, and text books) ensures multiple ways of accessing content.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

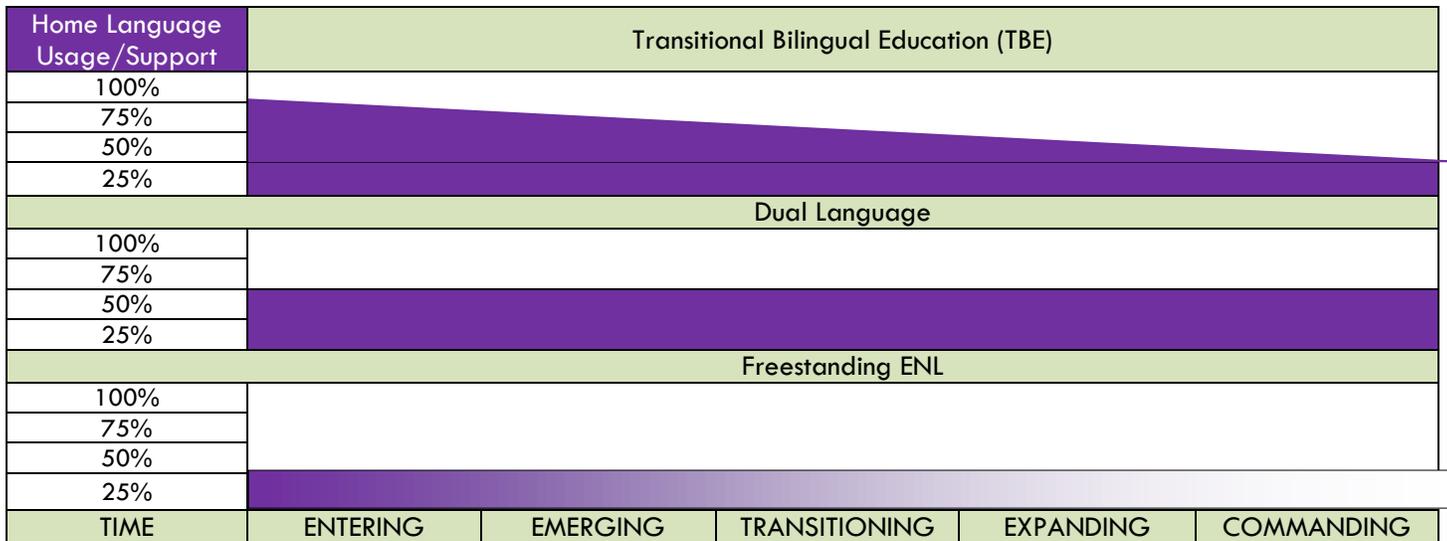


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All content teachers receive training in the inclusion of strategies to support ELLs in accessing content, including visual supports. For students who score level 1 or 2 in math and ELA, we provide intervention classes during the school day.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We are continuing the same structures we used last year, when every student who participated in the NYSESLAT tested out of the program.
12. What new programs or improvements will be considered for the upcoming school year?
We are piloting two intervention curricula for former-ELLs using a teacher from our school who is on Sabbatical. Her research project is in the effectiveness of whole language versus grammar instruction with F-ELLs. The student who will become a long term ELL next year, and takes the NYS Alternate Assessment, will be provided with more opportunities to experience the structure and format of the NYSESLAT. This is an effort to give her increased access to the standardized test.
13. What programs/services for ELLs will be discontinued and why?
There is no plan to discontinue and programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Classes are heterogeneously grouped; there is no programming that would exclude ELLs. To the extent possible and appropriate, ENL support is provided as a push-in service.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials include differentiated written texts, visual supports, audio books, and laptops with auto-correct programs for grammar and spelling.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
With both Spanish and Chinese speaking personnel on staff, connections regarding similarities and differences between the home language and the English Language is openly discussed with classroom teachers, students, and parents. There is no additional programmatic home language supports for students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students have access to leveled texts in their heterogeneous classes. It is not grade specific, but rather level specific. Teachers guide students towards appropriate materials for all students. The ENL teacher is the case manager for the ELL students and she monitors the service mandate and resource access for all ELL students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All school information, including handbooks, supplies lists, etc., is translated and made available to newly enrolled ELL students at the beginning of the school year. There are no summer programs for new ELLs. All students new to the school attend a 'new student lunch group' to help students make a successful transition to IS 289.
19. What language electives are offered to ELLs?
All ELLs are registered for classes in Spanish language, the only foreign language taught in the school.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teacher participates in city-wide professional development and is able to turn-key that work to the LPT and her grade teams.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL teacher participates in city-wide professional development and is able to turn-key that work to each grade team. Full faculty professional development is concerned with Competencies and helping increase access for all students to content area and skill based standards from the Common Core. With a focus on assessment and feedback, the faculty are gathering more information regarding the achievement of ELL students. The Literacy coach, Mary Erenworth, has worked with ELA, Science, and Social Studies teachers regularly regarding differentiation. The entire staff work throughout the year to align reading and writing within the content areas. All teachers are scheduled for intervisitations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff are provided planning time for conducting workshops for families to assist in the transition to middle school. Early identification of student needs occurs through teacher observation and assessment. Data analysis sessions supported by teams of teachers provides opportunities to work together to identify and develop plans for student intervention.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Agenda's are kept for all professional development sessions and notes are kept for all team meetings. This ensures transparency as well as accountability.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
All conferences are student led and in the language preferred by the student. Translation is provided for either the teacher or the parent, depending on the student's preferred oral language. Translation during conferences is contracted to The Big Word. Translation during other scheduled meetings to update the family on academic progress is through the DOE over-the-phone service.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Both parents are unable to participate in school day and evening events due to their own work commitments. However, they are both very available to the school as partners in supporting their children's language and academic development.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No, there are no CBO partnerships or outside agencies providing workshops or services to ELL parents.
5. How do you evaluate the needs of the parents?
Both written and oral outreach to individual families ensures we learn their needs. The case manager is the primary point of contact.
6. How do your parental involvement activities address the needs of the parents?
Parents of ELLs are diverse in their needs; many are unable to participate in school day and evening events due to their own work commitments. Therefore, much of their involvement relies on outreach from the parent coordinator and the ELL's teachers.

D. Additional Information

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

Part VI: LAP Assurances

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M289** School Name: **I.S. 289**
Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The primary two sources of data regarding the parent community is: 1) emergency cards request families name the language and mode of communication they prefer, and 2) the ATS report (RAPL) names the spoken and written language of each parent contact for the school. The Summary Report (RSDS) informs the school's overall planning by providing general demographic data.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Written preferences are: English, Chinese (Cantonese, Mandarin), Spanish, Russian, and Albanian.
Spoken preferences are: English, Chinese (Cantonese, Mandarin), Amoy, Spanish, Japanese, Russian, and Albanian.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The student handbook requires translation each year, included is information regarding the after school program, academic resources, and a full year calendar. Each month, a curricular update is sent to all families via email and posted on our translateable website.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family conferences occur twice a year, in fall and winter. Curriculum night occurs once per year, in September. Each grade hosts at least two "gallery walks" per year, winter and spring. All informal interactions occur by phone or email from the Guidance Counselor, Parent Coordinator, and the teachers as needed throughout the year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The student handbook and all announcements are translated by the TIU. Most documents have been translated by either the TIU or an outside vendor in the past and need only minor adjustments. Our website and PTA newsletters are translated by the hosting services. New documents are immediately submitted to TIU for translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In person translation for conferences and workshops is provided by The Big Word. Phone translations are provided through the TIU. Staff provide Chinese and Spanish translation for walk-in parents or phone calls that do not require the classroom teacher's presence.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Instructions for translation services are included in the faculty handbook. Additionally, the TIU phone number for over-the-phone translations is posted near all phones on campus. Faculty request in-person translation through the school's parent coordinator.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The SLT reviews the school quality survey yearly. Additionally, the School's SLT is designing a survey to assess the needs of the IS289 community with more regularity than the City's survey. To ensure that an informal feedback loop is also a source of information for the school, the parent coordinator works frequently with F-ELL families through outreach for school based events.