



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	08X125
School Name:	J.H.S. 125 HENRY HUDSON
Principal:	MICHAEL COLLINS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: JHS 125 Henry Hudson Middle School School Number (DBN): 08x125
Grades Served: 6-8
School Address: 1111 Pugsley Avenue, 3rd Floor
Phone Number: 718-828-5186 Fax: 718-239-3121
School Contact Person: Michael Collins Email Address: MCollin4@schools.nyc.gov
Principal: Michael Collins
UFT Chapter Leader: Aliza Fuentes
Parents' Association President: Beatrice Gutierrez
SLT Chairperson: Aliza Fuentes
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Beatrice Gutierrez
Student Representative(s):

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Superintendent's Email Address: KAmes@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-2116

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Ave. Bronx, NY 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-2116

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Michael A. Collins	*Principal or Designee	
Aliza Fuentes	*UFT Chapter Leader or Designee	
Beatriz Gutierrez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Leslie	Member/ Teacher	
Jackie Simpkins	Member/ Teacher	
Janina Rodriguez	Member/ Parent	
Carolina Gomez	Member/ Parent	
Tabitha White	Member/ Parent	
Aiesha Jones	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Milagros Torres	Member/ Parent	
Ghada Elsendiony	Member/ Teacher	
Melissa Gaskin	Member/ Teacher	
	Member/ Secretary	
	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

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

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

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

Partnerships:

The school currently partners with the L.E.A.P foundation expanded arts program, and with New York City Center performing arts program. These programs ensure that our students are being enriched in a variety of dimensions of the arts including dance, music, and the visual arts. L.E.A.P. teaching artists provide support through residencies where artists plan curriculum based projects and activities specifically tailored to the needs of the class.

The school is also partnered with the Middle School Quality Initiative (MSQI) to improve reading through the acquisition of vocabulary throughout the content areas. Through this initiative the school has implemented reciprocal teaching across all subject areas and grades. Word Generation has been implemented on an interdisciplinary approach across all grades. The school monitors the progress of students every quarter through the Degrees of Reading Powers assessment. In addition, Tier II and Tier III interventions have been established and progress monitoring occurs.

Additionally, the school also partners with Midori and Friends, a partnership through Lincoln Center, where 7th grade students are provided instruction on music education and activities through music and dance. Midori and Friends produces cultural presentations in music and dance performances with the student population.

Strengths of 125:

A strength of IS 125 Henry Hudson focuses on the observation cycle, which has led to targeted professional development, and ultimately student growth. The observations of teaching and curriculum planning enabled us to appropriately align our findings with supports, resources and a common frame for implementation of rigorous and coherent curricula including performance tasks to the Common Core Learning Standards.

Tenet 4: Teacher Practices and Decisions , was strength of JHS 125. Assessment of students through the DRP exam and analyzing student data allowed staff members to review the strengths and weaknesses of students in each class and plan for instructional supports for each of the students. The collaboration among teachers has allowed to engage students in learning activities, increased accountable talk discussions, and independent and guided learning instruction. According to NYS assessment data, the growth percentile for students at JHS 125 is at 52.2 %, which is 2.2% above the state average percentile in English Language Arts. Student percent growth for each grade is as follows : Grade 6: 51%, Grade 7: 50.1%, and Grade 8: 54.9%.

School Challenges: - Parent engagement:

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

additional expertise and training was needed to facilitate community outreach for parent workshops and learning opportunities.

School Challenges/Area of Focus – Student achievement:

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

School Challenges/Area of Focus – Pedagogy and assessment :

The school has analyzed its recent quality review and observation data and has identified that teachers are in need of professional development with the workshop model, specifically modeling, explicit instruction, and assessment strategies that support all students with a specific focus on engaging and assessing ELL and SPED students. The school is focusing on improving modeling and assessment strategies of teachers to provide more engaging instruction for all students. The school is also focusing on the promotion of reading and writing across all content areas.

School leaders and teachers are also collaborating on strengthening the design of curricula and academic tasks to consistently support rigorous lesson planning and cognitively engaging learning opportunities for all students, with specific instructional supports for students who are in the ELL, SPED and lowest 3rd subgroups. Interactive activities and lesson adaptations to challenge and push the thinking of special needs students and English language learners continues to be an area of focus for the school.

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

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

08X125 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	397	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.0%	% Attendance Rate			90.3%
% Free Lunch	92.9%	% Reduced Lunch			3.9%
% Limited English Proficient	21.2%	% Students with Disabilities			21.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			12.6%
% Hispanic or Latino	57.6%	% Asian or Native Hawaiian/Pacific Islander			24.9%
% White	3.2%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.22	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			9.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.3%	Mathematics Performance at levels 3 & 4			8.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			NO
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>What the school needs to improve:</p> <p>As evidenced in the 2014-2015 Quality Review, there is inconsistency in the implementation of agreed-upon strategies for engaging students through higher-order thinking and discussion techniques, as well as the consistent use of formative assessment strategies in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking. The school will look to strengthen the design of curricula and academic tasks to consistently support rigorous and cognitively engaging learning opportunities for all students.</p> <p>Tenet 3.3 is rated ‘Developing’ despite the fact that most teachers ensure that unit and lesson plans are appropriately aligned to a coherent curriculum aligned to the Common Core Learning Standards and introduce complex materials that stimulate higher-order thinking and build deeper conceptual understanding. We must ensure that it is taken place in every classroom at all times. We are implementing a lesson study protocol to enhance the delivery of higher order thinking strategies and questioning across all content areas.</p> <p>Tenet 3.5 is rated ‘Developing’. Although the JHS 125 community has a system for sharing NYS exam data, DRP data, a system for consistently examining student performance from classroom-level reports, as well as individual student data from the unit/quarterly exams in all subject areas must be established.</p> <p>What the school needs to improve: We are continuing to develop this tenet, which deals with Curriculum Development and Support. The Administration and staff support should look to improve the implementation of rigorous and coherent</p>		

curricula that is appropriately aligned to the Common Core Learning Standards (CCLS). We feel there is room for growth in this area. Our goal is to continue to develop a school culture in which teachers make data –driven decisions regarding student needs. We want to continue to build teacher capacity so that they can make adjustments to the curriculum and instructional practices based on the analysis of qualitative and quantitative data. Ultimately we feel that a data driven culture will lead to strategic action planning that informs instruction and results in greater student achievement outcomes.

To become well developed in this area we will continue to do the following:

- Provide Teacher Teams with weekly scheduled collaboration and planning time to analyze student data and document needed instructional adjustments in teacher practice.
- Provide scheduled inter-visitations for all teachers that focus building teacher capacity.

Action Plan: Teachers will show evidence of integrating explicit reading comprehension strategies and higher-order thinking into planning, instruction and assessment. Strategies include the strategic integration of language acquisition (Word Generation) reciprocal teaching, shared reading, guided reading and independent reading.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015-16 school year, our content teams will continue to collaborate within teacher teams meetings to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts, utilizing DOK level 3/4 activities and performance tasks, and engage students in higher order thinking and discussion. This will result in a 3% increase in students meeting proficiency levels on the ELA and Math state exams.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>(SOP 3.2, 3.3) During the 2015-2016 school year, school leaders and teachers will continue to develop, review, and modify rigorous units of study during the designated teacher team and planning times. A binder will be used to document the specific changes to unit plans within each team. Teams will engage in reviewing units and will add specific questions and strategies that are designed to engage students in</p>	<p>All</p>	<p>Daily</p>	<p>Administration</p>

discussion and higher order thinking, including specific supports for ELL's, SWDs, and lowest 1/3 students.			
<p>During the 2015-2016 school year, staff will participate in professional development on implementing curriculum tasks and instructional practices to engage and assess students. In addition content area teachers and administration will attend ELL and Special Education workshops and professional development opportunities in order to turn-key information and resources to staff. The school will implement best practices for modeling lessons and implementing S.I.O.P (a program used to for the instructions of ELL and SWD students).</p> <p>In addition, teachers working in teams collaboratively in teams after school on to develop and enhance unit plans and pacing calendars.</p>	All	Daily	Administration
<p>(SOP 3.4, 3.5) During the 2015-2016 school year, the administration and curriculum teams will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers. The teams will aslo develop a system to engage all teachers in the L.A.S.W. protocol, as well as review data every month from unit assessments to determine the instructional needs of students.</p>	Administration	Quarterly	Admin and teachers

<p>Teachers will have professional conversations around looking at student work and implications for instruction in order to support student achievement.</p> <p>Department teams will examine student work and post-assessment data throughout the school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.</p>			
<p>(SOP 3.4) In September 2015, School Principal will work with the schools’ programmer and planning teams to schedule and Common Planning Time, Teacher Team, and Interdisciplinary Team times within in order to have weekly opportunities to plan, review, and revise instruction collaboratively. Teachers will show evidence of integrating explicit reading comprehension strategies and higher-order thinking into planning, instruction and assessment.</p>	All	Daily	Administration

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>
<ul style="list-style-type: none"> • PF funds will be used to contract Generation Ready for Workshops and coaching. • TL and PF funds for Per session for teachers of ELL’s to work together and plan strategies. • TL Funds will continue to be used to fund 2 full-time ESL positions. Title III funds will continue to be used to fund an after-school program targeting ELL students. • Word Generation will be used across disciplines to promote interdisciplinary instruction and teaming. • Specific teacher team/inquiry periods will be scheduled to promote data analysis. • Common planning periods will be established to support teachers meeting by department to review and implement rigorous units of study with instructional best practices. • PF funds for supplies and per session for assessments/scoring • TL funds will be used to fund an after-school program for our lowest achieving students running from October 2015 – May 2016.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.

- Every quarter, the principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment as well as collect and assess teacher team data by grade, subject and departments.
- Every month, curriculum departments, teacher teams, and Assistant Principals will review and modify rigorous units of study via the teacher team and common planning time monthly.
- Every quarter, unit assessments across subject areas will be given to students. Item analysis will be done to determine the progress of students and instructional next steps for teachers and students.
- Every week, various content and grade teams will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generation program.
- Every month, the principal and administrative team will establish teaming opportunities after-school and the curriculum team will provide researched based strategies to enhance teacher practice and will share out best practices.

Professional Development:

- Continue to provide teachers and Para’s with additional professional development (PD) to develop teachers’ capacity to align instructional tasks to CCLS to elevate the existing level of rigor and teacher ability to develop questions and instructional activities that help students develop higher order thinking skills. Topics for PD will include but not be limited to the following:
 - Aligning Curriculum with CCLS
 - Teacher Effectiveness
 - Citywide Instructional Expectations
 - Common Core Learning Standards
 - Analyzing Student Work
 - Using Formative and Summative Assessments to identify student needs
 - Knowledge of students

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths – Teachers and administration at 125 currently engage students in the following activities for promoting a socially and academically safe environment:</p> <ul style="list-style-type: none"> All students have attended grade level assemblies for a review of student created expectations for hallway, classroom, and lunchroom safety. All students have attended at least one anti-bullying workshop within the school. Anti-bullying workshops have also occurred after-school for both students and parents. Qualitative data on classroom disruptions has decreased from the beginning of the school as evidenced by reports made by students and staff members. Creation of student behavioral expectation by students has led to less incidents and student suspensions. Child study team is in place to look at the social and academic needs of targeted and overage students. School currently has a monthly newsletter from the Parent Coordinator updating parents and students on events and safety concerns. School currently has a program targeted for 7th grade girls centered on their interest in Science. School currently has an after-school robotics program available to students. <p>What we need to improve:</p> <ul style="list-style-type: none"> JHS 125 needs to publicly celebrate student for positive behavior and academics. Workshops/assemblies/presentations for students with a focus on respecting all members within the school community; Workshops for staff with a focus on positive reinforcements embedded into classroom activities for students who are complying with school/class mandates; Opportunities for students to be recognized for the 		

work that they do both in and out of the classroom; opportunities for representatives to have discussions with the administration to get their ideas for improving the school with a focus on a safe/supportive environment.

- A system for tracking and sharing anecdotal information with the teachers and dean of students. A focus of our work is to expand opportunities for meaningful connections between students and community members through internships, mentoring, and community involvement. We will provide consistent and on-going communication with the school community to highlight school activities through the utilization of our new school website <http://www.jhs125hh.org/>
- A system for addressing student attire.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders and teachers will collaborate to improve the school's learning environment by fully implementing Positive Behavioral Interventions and Supports (PBIS), lead by the Guidance Counselor and the Dean of students. We will develop and implement a plan to collect data related to student socio-emotional needs so as to reduce the OORS reports by 10% and allow all students to grow both academically and socially.

Part 3 – Action Plan

<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 and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will create an honor roll for students who maintain an 85% average and above within a marking period. School principal will also create a 'Principal's Honor Roll' for students who maintain a 90% and above average within a school marking period. Students will be acknowledged for the work that they do both in and out of the classroom at PA meetings, student assemblies, Parent Newsletters, school website,</p>	<p>All students and staff</p>	<p>9/2/2015 – 6/30/2016</p>	<p>Principal, Asst. Principals. Dean, Guidance, PA, Data specialist, Grade team teachers.</p>

and Principal's weekly phone messages to school community, at quarterly awards ceremonies with Principal, the Parent Association, and teachers throughout the year (5.4).			
<p>Monthly meetings with Dean and Guidance Counselor to assess students' socio-emotional growth. (5.5)</p> <p>The SLT will create a school uniform policy for the students. The policy will be communicated to parents and students through school messenger, letters, Skedula, parent/teacher conferences, and assemblies.</p>	All students	9/2/2015 – 6/30/2016	Principal, Asst. Principals. Dean, Guidance
School will engage teachers and students in implementing elements of the PBIS system for student interventions and supports. (5.2)	All students	9/2/2015 – 6/30/2016	Principal, Asst. Principals. Dean, Guidance
<p>By June 2016, all staff members will engage in workshops/presentations geared towards improving school climate with a focus on positive behavior reinforcements.</p> <p>By June 2016, all students will participate in a minimum of three (3) assemblies/classroom presentations focused on respect and student government.</p> <p>Strengthening the school wide Positive Behavior Intervention System</p> <ul style="list-style-type: none"> • Dean meeting weekly with guidance to create/monitor PBIS section sheets, 	<p>All Staff</p> <p>All students</p>	<p>9/2/2015 – 6/30/2016</p> <p>9/2/2015 – 6/30/2016</p>	<p>Principal, Asst. Principals. Dean, Guidance</p> <p>Principal, Asst. Principals. Dean, Guidance</p>

<ul style="list-style-type: none"> • Plan PD for staff and assist Teams with planning school wide and targeted PBIS rewards. • Extended Learning Time for students to participate in sports and clubs (i.e. Math club, 7th Grade Leadership Club) • Scholastic Magazines content magazines for staff to use in classroom libraries and centers. • Supporting College and Career Readiness by taking students to visit college campuses and meeting college students. 			
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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.											
<ul style="list-style-type: none"> • Tax levy money will be used to support teacher development and collaboration through the Dean and Guidance positions and the creation of the PBIS system. 											
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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
<ul style="list-style-type: none"> • On a monthly basis, school leaders including the principal, Assistant Principals, Child Study Team, Dean and guidance will evaluate school-wide discipline policy as well as look at data on disproportionately. • On a monthly basis, School Principal, Assistant Principals, SBST, Guidance and Deans will evaluate guidance interventions as well as evaluate monthly assemblies that addressed student behaviors. • Assistant Principal, SBST, Guidance and the Deans will do a mid-year evaluation of the Behavioral Response data from SWIS and Skedula. • Principal and Dean will evaluate and monitor OORS reports, Skedula, and SWISS for incidents and suspensions monthly. On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes through the school wide incentive carnivals. • Principal, Assistant Principals and Guidance Counselors will evaluate Guidance After-School Programs on a yearly basis.

• School will purchase shirts, pants, and logo patches for students to support school wide uniform policy. The school will create a system for monitoring students/classes to document the frequency in which student adhere to the uniform policy.

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>JHS 125 Henry Hudson has numerous strengths. The first and foremost focuses on frequent cycles of observation which have led and are continuing to lead to enhanced teaching practices, targeted professional development and ultimately student growth. The observations of teaching and curriculum planning enabled us to appropriately align our findings with supports and resources.</p> <p>Secondly, implementation of rigorous and coherent curricula including performance tasks to the Common Core Learning Standards. Our laser like focus on data gathering and analysis proved that literacy across the content area was a major factor that would enhance reading teaching strategies in all classes if we used best practices to address our students’ significant gaps in reading and huge need for emergent reading strategies.</p> <p>In addition, JHS 125 utilizes and implements the workshop model and collaborative grouping for all teachers in many classes on a daily basis. The collaborative grouping allowed for teachers to engage students in discovery learning activities, discussion in “turn and talks” and independent and guided learning and practice.</p> <p>Another strength of JHS 125 is the Data Analysis Team’s ability to carry out comprehensive data analysis and use data in a timely manner to decide on best practices to use in curriculum planning, teacher instruction, professional development decisions, intervention decisions, school environment and safety.</p>		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will enhance a minimum of two units in English Language Arts and Mathematics for all grades to include academic tasks that support rigorous and cognitively engaging activities for all student groups, as evidenced through revised lesson planning and unit modifications within the core curriculum.

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 teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All staff will be exposed to Professional Development that is relevant, consistent and sustained: This is a strategy used to sustain personnel and ensure their growth towards meeting and exceeding teaching practices. In addition by using evidenced based best practices, content area teachers are being sent to ELL/ Sped workshops/</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Principal, asst. Principals</p>

Administration PD with Atlas Rubicon.			
During the 2015-2016 school year, all lesson Plans will identify the Target groups and strategies/activities by using assessments, IEP's and anecdotal notes.	ELL's and lowest 1/3 students	September 2015 – June 2016	Teachers, Principal, asst. Principals
During the 2015-2016 school year, Principal and Assistant Principals will provide professional learning with an emphasis on Reciprocal Reading, and establishing protocols/norms for teacher teams to support improved student achievement.	ELL's and lowest 1/3 students	September 2015 – June 2016	Teachers, Principal, asst. Principals

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.

- Peer Instructional Coaches, Demonstration Teachers, Assistant Principals, Danielson Framework, Generation Ready Consultants, MSQI coaching.
- Teacher Team Periods
- Monday professional development sessions
- After-School professional development sessions
- Professional Periods for Inter-visitations
- Instructional and administrative teams

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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

- Throughout the 2015-2016 school year, administration will conduct frequent observations and classroom walkthroughs focused on planning and preparation for the school's targeted ELL and SWD population based on the Danielson Framework .
- On a monthly basis, administrators, teachers, and coaches based will evaluate unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- On a quarterly basis and during weekly teacher team meetings, school leaders and teacher coaches will evaluate how teachers use and analyze student work/data (quantitative and qualitative data) to adjust lesson plans and unit maps. Coaches and the school's curriculum team will evaluate professional development on

questioning, lesson planning, and other instructional practices with emphasis on the skills and strategies for lowest 1/3rd, ELL's and Special education students.

- On a weekly basis, school will evaluate time/schedule to conduct inter-visitations
- On a monthly basis, the school leaders and programmer will schedule inter-visitations with other schools to share best practices and to provide professional learning opportunities for teachers on practical strategies for working with ELLs and Students with Disabilities.
- On a quarterly basis, Instructional rounds team will conduct classroom visits to assess progress of instructional practices throughout the school

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	e
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	e
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>2.2 – Through the use of observation data and student data, school leaders will continue to formalize the schools vision for creating a student centered environment through the school's 2014-2015 Instructional Focus. The school leaders have articulated the school's vision through professional development, which emphasizes rigorous instruction that is cognitively challenging and promotes high quality discussions.</p> <p>2.5 - The school leader currently has a fully functional system in place to conduct targeted and frequent observations; the school leader conducts observations with Assistant Principals and uses the observation feedback system to analyze the level of instructions within each department. A system is in place to provide timely feedback to monitor the progress of teacher practices through extracting and analyzing data from Advance.</p> <p>What the school needs to work on:</p> <p>2.3 – School Administration has reviewed at observation data throughout the year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth. He saw that, overall, the teaching staff could use additional support in three specific Danielson Framework for Teaching components:</p> <p>1e: Designing coherent instruction – teachers need specific supports in modeling instructional skills and strategies for students, and providing supports for students to extend their thinking. Teachers also need additional skills and strategies in providing support for the instruction of the school's ELL and SWD students.</p> <p>3d: Assessment of students – School leaders have identified that the school need a coherent set of beliefs for administering formative assessments, and a coherent system for sharing data and making instructional decisions from assessments.</p>		

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

- School leaders use the observation system to examine individual teacher performance and provide feedback to individual teachers on their use of teaching strategies and assessment of students. School leaders need to develop teacher leaders within the school to both examine curriculum and implement professional development activities for enhancing teaching strategies, and improving student outcomes.

- School leaders will continue to work engage families on a monthly basis through subject level seminars on curriculum and workshops on student improvement.

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

Part 2 – Annual Goal

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school leaders and teachers will have received actionable feedback that strengthens their capacity to regularly implement CCLS aligned lessons with specific targets and multiple entry points for students. Targeted observations of teachers will be performed based on their IPC conference to improve instructional practices and promote high levels of engagement that will result in a 3% increase in student achievement in the NYS ELA and Math Assessments.

Part 3 – Action Plan

<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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Continued use of online grading system (Skedula) • By the end of the 2015-2016, all classrooms will have Smart Boards, Mac books, and access to myON reader, iReady • All teachers will receive targeted professional development on Danielson's Framework of Teaching during a minimum of two monthly professional development conferences and in content department meetings. 	<p>Administration and Staff</p>	<p>9/2/2015 – 6/30/2016</p>	<p>Principal, Asst. Principals</p>

<ul style="list-style-type: none"> Teachers and teacher teams will help norm best practices within specific departments to review strategies for engaging students, modeling, and assessing students to modify instruction. School leaders believe that all teachers within the JHS 125 community are instructors of ELL students. Through increased awareness and utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers will become more effective in instructional practices that result in the enhancement of language learning proficiency of all students. SIOP strategies will be aligned with Common Core Learning Standards to produce seamless instructional objectives and to plan for instruction fostering college and career readiness for all students, including ELLs and SWDs, is evident in lesson plans, CCLS aligned literacy instruction and in mathematics units of study. 			
<ul style="list-style-type: none"> School leaders will use fiscal resources to create professional development workshops for teachers that will emphasize on modeling of instruction, assessment, and providing engagement opportunities for students. 	Administration and Staff	9/2/2015 – 6/30/2016	Principal, Asst. Principals
<ul style="list-style-type: none"> All supervising administrators will attend professional development on best practices in providing timely feedback to teachers. 	Administration	9/2/2015 – 6/30/2016	Principal, Asst. Principals
<ul style="list-style-type: none"> Bi-monthly calibration meetings will be scheduled for all supervising administrators to ensure 	Administration	10/1/2015 - 6/30/2016	Principal, Asst. Principals

<p>quality and coherence of feedback to teachers.</p> <ul style="list-style-type: none"> • Admin team will monitor teacher's progress in effectively using data systems to review teacher performance on each of the Danielson components throughout the academic year. 			
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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.											
<ul style="list-style-type: none"> ♣ Professional development in SIOP model ♣ Advance talent coach ♣ Leadership coach 											
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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
<ul style="list-style-type: none"> • By February 15 2016, 75% of our observations will be confirmed in advance. • Throughout the 2015-2016 school year, the principal will align budgetary sources to create after school professional development, after-school classes for students, and Saturday morning instruction programs with funding for per-session for supervisors and teachers in the instruction of the school's 'at risk' student population. • Throughout the 2015-2016 school year , Principal and Assistant Principals will sit in on teacher teams to assess the teachers' practices. • Throughout the 2015-2016 school year , Principal and Assistant Principals, coaches and teachers will conduct professional development addressing Danielson 1e, 3b, 3c, and 3d. • Teachers will provide feedback as to which professional learning opportunities were most useful and which professional learning opportunities they would like to receive during the next quarter. This feedback will inform the Professional Learning Committee's professional development plan and will involve teachers to foster collaboration and trust amongst school leaders and staff. 											
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
6.2 – Asst. Principal’s to conduct monthly coffee talk with parents.		
6.3 – Student led parent/teacher conference to ensure student acknowledges strength and weaknesses.		
6.4 – Include LeAp in all SLT meetings to keep them informed of school performance.		
6.5 – Include pupil path training for all parents quarterly.		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Throughout the 2015-2016 school year, school leaders, staff and parent coordinator will establish a culture for learning that communicates high expectations to students and families, and continue to support through at least 2 workshops per month, programs and shared performances and learning as evidenced by increased parent and family engagement at school learning events.</p>

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>Creation of a welcoming environment through open access for parents to visit the school and tour the classrooms by attending 2 open houses per year. Attend 3 parent teacher conferences and 1 orientation for each grade in September.</p>	<p>Parents and students</p>	<p>September 2015– June 2016</p>	<p>Principal, Assistant Principals, Parent coordinator, Teachers, school aids,</p>
<p>Engage parent coordinator in professional development on how to actively seek and sustain partnerships with</p>	<p>Parents, students, and community</p>	<p>September 2015– June 2016</p>	<p>Principal, Assistant Principals, Parent coordinator, Teachers, school aids,</p>

<p>families and community organizations for student success. Parent coordinator and pertinent school staff will review resources, roles and responsibilities available from the DOE by going over all resources, including the Parent Coordinator Webpage/Resource DOE, and engaging in Professional Development with the school staff to facilitate parent participation.</p>			
<p>Parent coordinator will provide no less than 2 workshops or meeting per month for parents. In addition to the quarterly Pupil Path (Parent Guardian Training).</p>	<p>Parents, students, and community</p>	<p>September 2015– June 2016</p>	<p>Principal, Assistant Principals, Parent coordinator, Teachers, school aids,</p>
<p>Continue to develop the school’s website, an online grading system, and communication through school messenger to obtain updated real-time information on students.</p> <p>Communication from Parent Coordinator Workshops, Parent Board, Newsletter, Calendar, Blackboard, School Messenger, Award Assembly, PA Outreach.</p> <p>A workshop on greeting etiquette should be implemented</p> <p>Throughout the 2015-16 school year. Staff and Teachers should attend workshops/classes on interpersonal skill and professionalism.</p>	<p>Parents, students, and community</p>	<p>September 2015– June 2016</p>	<p>Principal, Assistant Principals, Parent coordinator, Teachers, school aids,</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.

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

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

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

- On a monthly basis, the principal and various staff members will conduct staff trainings on the use of Skedula will provide literature and letters to parents on programs and events within the school.
- On a monthly basis, the principal and various staff members will conduct parent-training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.
- Throughout the 2015-2016 school year, school administrators will monitor the use of Skedula and JHS125hh.org.
- The principal will coordinate with the parent coordinator and teachers to conduct parent technology nights to promote an online communication program with teachers and parents.
- Administrative and teacher teams will review student led conference protocol with parents and students.

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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the 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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			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.
<ul style="list-style-type: none"> • To secure highly qualified teachers, the school regularly recruits candidates from a variety of sources including city and borough-wide hiring fairs, direct recruitment from teacher preparation programs, and current staff recommendation. The school convenes a teacher hiring committee to select candidates to interview. The committee that is composed of all the school's constituent groups, Parents, Teachers, and Administrators. The committee makes hiring decisions. • New Teacher Academy: New teacher training program conducted by Principal, Assistant Principals, mentor teachers. • "Instructional Buddy" teachers and special emphasis on classroom intra-visitations • A program schedule that builds planning time, departmental conferences, and grade conferences • Use of ARIS Learn to promote online teacher professional development • Provide ongoing Professional Development for teachers and staff to ensure effective use of modeling and assessment strategies, rubrics, curriculum maps, unit planning and data analysis • Partner with BFSC to provide lesson plan clinics, Instructional Rounds and classroom visits • Monthly staff meetings to address teaching practices and data awareness • Monthly meeting with Principal and Assistant principal. • Attend teacher fairs to recruit teachers or other pedagogues • Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • This year our professional development platform is designed to provide classroom teachers practical tools to (1) consistently deliver rigorous instruction , and (2) provide instructional supports for our student subgroupings . • Frequent rounds of informal and formal observations framed by the Danielson Framework for Teaching serve as the centerpiece of our observation/feedback model. We are charged with the responsibility of frequently visiting and assessing the quality of classroom instruction, providing timely and actionable feedback, monitoring students' academic progress and collaboratively planning professional development. • S.I.O.P. training for ELL and SWD workshops for teachers Assistant Principals • Teacher Inter-visitations. • Instructional rounds led by network.

- Instructional Leads trainings hosted by the Network
- Principal led Professional Development for Assistant Principals and Teachers
- Teacher led Professional Development for teachers
- MSQI training for administrators and teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

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/information, 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.

Teachers will be consulted in decisions regarding the use and selection of multiple assessment and on the school's MOSL selections.

The teams will develop a system to engage all teachers in the L.A.S.W. protocol, as well as review data every month from unit assessments to determine the instructional needs of students.

Department teams will examine student work and post-assessment data throughout the school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.

Teachers will engage in professional development activities on formative and summative assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	441,903.00	X	17, 20, 24
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	84,573	X	14
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,316.00	X	14, 24
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,487,459.00	X	14, 17, 24, 27

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. The school will maintain this information.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: I.S. 125 is a middle school, located in the Bronx, with a rapidly growing ELL population. Currently, the school has over 93 ELLs.

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

The Saturday Academy will encompass ESL, ELA, and Math instruction. We will utilize Rosetta Stone, Reading A-Z and the Voyager Language program for ELA/ESL instruction, for Math we will use V-Math. The literacy component of the Saturday program will have a monthly instructional focus in which students will develop academic vocabulary, be exposed to literature pertinent to the monthly theme and compose a writing piece aligned with the monthly focus. Each month will culminate with a cultural excursion that is tied to the monthly instructional focus.

During each trip students will practice their note-taking skills to jot down details and information about the trip. This information will then be used for them to create a scrapbook of their experiences throughout the program.

This program will focus on students who are at the Beginner and Intermediate level, as determined by the 2014 NYSESLAT Exam and Lab-R. Students will be grouped according to their NYSESLAT level. They will receive 75 minutes of ESL/ELA instruction from an ESL certified teacher and 75 minutes of Math instruction, by a certified ESL/Bilingual teacher working with a content certified Math teacher. The remaining 30 minutes will be used for structured group activities.

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

December 2014

Monthly Instruction Focus: Relationship between Culture and Neighborhoods

Monthly Trip: El Museo Del Barrio,

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

February 2015

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

Monthly Trip: Bartow Pell Mansion

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

March 2015

Monthly Instruction Focus: Integration of Language/Academics Through Activities

Monthly Trip: Museum of the City of New York

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

April 2015

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

Part B: Direct Instruction Supplemental Program Information

Monthly Trip: Ellis Island 2015

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

May 2015

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

Monthly Trip: Circle Line

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

This program will focus on students who are at the Beginner and Intermediate level, as determined by the 2014 NYSESLAT Exam and Lab-R. Students will be grouped according to their NYSESLAT level. They will receive 75 minutes of ESL/ELA instruction from an ESL certified teacher and 75 minutes of Math instruction, by a certified ESL/Bilingual teacher working with a content certified Math teacher. The remaining 30 minutes will be used for structured group activities.

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

Part C: Professional Development

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

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

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

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

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

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

Date: December 2, 2014

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

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

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

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

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

Date: January 6, 2015

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

Name of Provider: Mr. G. Debouto, ESL

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

Part C: Professional Development

Topic 3: Language Other than English Conference

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

Date: February 3, 2015

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

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

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

Topic 4: Instructional Strategies and Resources

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

Date: March 3, 2015

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

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

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

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

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

Date: March 16, 2015

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

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

Audience Mr. Jover Nunez, Mathematics Teacher

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

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

Date: April 14, 2015

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

Name of Provider: Mr. Jover Nunez, Mathematics Teacher

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

Topic 7: Promotion Criteria/Grading Rubrics for ELL Students

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

Date: May 5, 2014

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

- Topic 1: Common Core Learning Standards

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

- Date: December 11, 2014

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

- Name of Provider: Ms. Gregory, ELA Teacher

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

- Topic 2: Homework Help Tips

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

Date: January 29, 2015

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

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

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

Topic 3: ELA Test Prep/Math Test Prep

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

Date: February 12, 2015/February 26, 2015

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

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

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

Topic 4: Preparing for the NYSESLAT

Rationale: Parents will learn that the NYSESLAT is a New York State English as a Second Language Achievement Test. This test assesses a student's English proficiency in: listening, Speaking, Reading, and writing. They will also know that their children who are identified as English Language Learners take the test until they score "proficient" it can take several years for a child to become "proficient".

Date: March 24, 2015

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

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

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

Topic 5: What Is ESL?

Rationale: Parents will be able to learn: Students in K-12th grades who have been identified as English Language Learners (ELL). All of our students come from homes where a language other than English is

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

Allocation Amount: \$0

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

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 08	Borough Bronx	School Number 125
School Name Henry Hudson		

B. Language Allocation Policy Team Composition

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

Principal Mr. Michael Collins	Assistant Principal Mr. Nelson Medina
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Ms. Maureen Kearns
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Wendy Detiberiis
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Arjoon Neelawattie A.P.

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 not currently teaching in a bilingual program	1	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 not 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]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	413	Total number of ELLs	99	ELLs as share of total student population (%)	0.00%
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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"/> 12 <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	0	0					0
Dual Language							0	0	0					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	99	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	14
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	8

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	70		4	21		9	8		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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	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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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							7	18	12					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							8	15	9					0
Urdu							0	0	0					0
Arabic							8	8	8					0
Haitian							0	0	0					0
French							1	1	1					0
Korean							0	0	0					0
Punjabi							0	0	1					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	1	1					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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														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														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					0
7					0
8					0
NYSAA					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									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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.
Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- 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?**Paste response to questions here:**
- 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](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?**Paste response to questions here:**

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Paste response to question here:

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

Paste response to question here:
 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).

Paste response to question here:
 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.

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

copy is kept in the "ELL Compliance Binder".

During the orientation session, the ESL teachers and the Parent Coordinator distribute entitlement letters to parents of new students, and give the parent survey and program selection forms. Parents are encouraged to complete both the parent survey and program selection forms at the end of the orientation sessions. All the Parent Survey and Program Selection Forms completed at the end of the orientation session are collected and Mr. Debouto, the ESL Teacher, keeps these forms in the "ELL Compliance Binder". Parent surveys and program selection forms are mailed to parents who do not attend the orientation sessions and are asked to return these forms to the school in person. Mr. Marcos Martinez, the school secretary in charge of registering new students collects these mailed forms and gives them to Mr. Debouto, who keeps them with the other forms in the "ELLs Compliance Binder". If parents fail to return the Program Selection Form, a Placement Letter is then generated by Mr. Debouto, and mailed to the parents using the regular US postal service.

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

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

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

5. 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).

Paste response to question here:

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.

. The Parent Coordinator, the A.P. Supervisor who oversees ESL instruction and an ESL teacher hold regular meetings in which an orientation takes place within the second week of the school year, for all parents of new ELLs. Parents who register their children; soon after a regular orientation session has been offered; are directed to Mr. Debouto, the ESL teacher for an individual orientation session in order to complete the process selection a program. During the orientation session, parents watch a video in which the three programs are described by the Chancellor and members of his staff. The video is translated into several languages. In addition to watching the video, a brochure that gives details about the three programs is given to the parents and a ESL teacher explains and gives details about the three programs. The Parent Coordinator and A.P. Supervisor and the ESL teacher address parental concerns, answer their questions, distribute and then collect the parent survey and program selection forms. After parents have selected a program using the program selection form, they are informed that Henry Hudson Junior High School has a Freestanding ESL program. They are informed that if they choose to have their children participate in a Dual Language and/or Transitional bilingual education, program, the Parent Coordinator and the A.P., Supervisor will assist the parents in finding schools that offer the programs they opt for. The parents are also informed that Henry Hudson Junior High School will offer the Dual Language once the warranted number of parents choosing that program is reached. In order to make sure all ELLs parents are well informed about the ELL programs offered in the school, I.S 125 holds regular orientation sessions, one in the second week of September, another in the first week of November, and the third in the first second week of January. The reason for selecting these dates is that the school has been encountering an increased number of new comers during these periods of the school year in the past few years. Individual orientation sessions are offered throughout the year.

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.

Paste response to question here:

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If parents fail to return the Program Selection Form. A Placement Letter is then generated by Mr. Debouto, and mailed to the parents using the regular US postal service.

As the school receives the Parent Survey and the Program selection form, the school places the students in the program that the parents selected. If the parents select the Freestanding ESL program, the students are placed in that program. If the parent's option is Dual Language Program, they are informed that the school is not offering that program and that the school will keep records of their option and when the school gets the required number to start that program, it will. As students are placed in one of the available ELL program in the school, Mr. Debouto, the ESL teacher, generate the Placement Letters and send them home informing the parents of their child's program. Copies of these placement letters are kept in the "ELL Compliance Binder". Parents who have questions are encouraged to contact the school and the ESL teachers in the school offer any help and explanation the parents need. Parents are also encouraged to contact the school in their native language in writing as well as orally. Up to now, parents of Henry Hudson ELLs have not opted to transfer their children out of the school's Freestanding ESL program. However, parent coordinator and the supervising A.P. maintain lists of schools with Dual Language programs.

Parents are made aware both during the ELL parent orientation meetings and in writing that if they wish to have their children transferred to one of these programs, the school will facilitate their search and transference. The three teachers who speak the most commonly spoken foreign languages by the families of the ELLs are available for oral translations for parents. Parents are made aware that failure to complete and return the program selection form will continue services in the current ESL program. Nevertheless, the school continually monitors the number of parents who requested Dual Language placement, and this information is maintained by the Parent Coordinator in her office.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters are generated and back packed by students to take home. Students sign a class section sheet as evidence they received the letter. Copies are kept in a "Compliance Binder" and mailed out if necessary.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
An ELL binder is established with different sections (categories) and in alphabetical order to refer back to. Also documents are kept in the students school record folders.
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.

Paste response to question here:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL teachers, NYSITELL coordinator, Mr. Debouto, and the A.P. Supervisor share the names of entitled students. In order to do this, Mr. Debouto, the ESL teacher uses the ATS RNMR report in order to get all the necessary information to generate Letters on Continued Entitlement. The report is used as a database for generating the letters through the mail merge feature in Microsoft Office Word. Letters of Continued Entitlement are generated the first day of school and a copy is sent home with the students and another copy is kept in the "ELL Compliance Binder".
During the orientation session, the ESL teachers and the Parent Coordinator distribute entitlement letters to parents of new students, and give the parent survey and program selection forms. Parents are encouraged to complete both the parent survey and program selection forms at the end of the orientation sessions. All the Parent Survey and Program Selection Forms completed at the end of the orientation session are collected and Mr. Debouto, the ESL Teacher, keeps these forms in the "ELL Compliance Binder". Parent surveys and program selection forms are mailed to parents who do not attend the orientation sessions and are asked to return these forms to the school in person. Ms. Marcos Martines, the school secretary in charge of registering new students collects these mailed forms and gives them to Mr. Debouto, who keeps them with the other forms in the "ELLs Compliance Binder". Since the school has a ESL Program, students are placed in that program, if parents fail to return the Program Selection Form, a Placement Letter is then generated by Mr. Debouto, and mailed to the parents using the regular US postal service.
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).

Paste response to question here:

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.
Paste response to questions here:
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
Paste response to questions here:
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.
Paste response here:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
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 status**Paste response to questions here:**
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.
Paste response to questions here:
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?
Paste response to question here:
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?
Paste response to question here:

Chart

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 <i>per week</i> (360 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/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*
TOTAL	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 Dually 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(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. 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.

Chart

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 Dually 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.

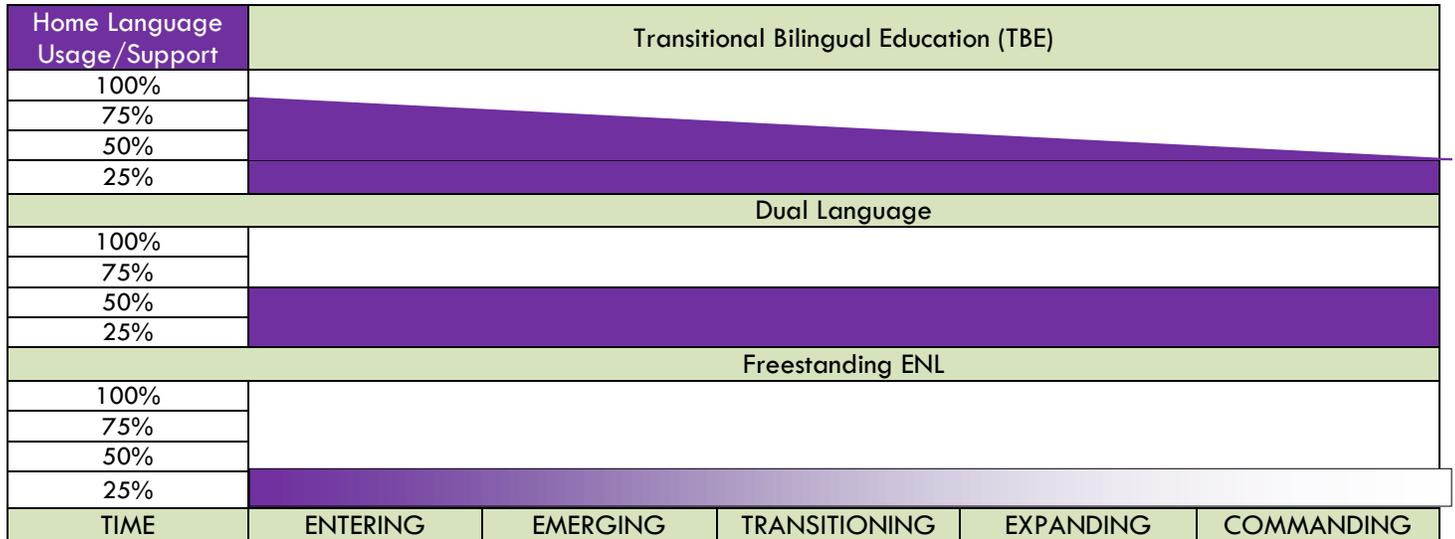


*Note “other approved services” does not apply to New York City at this time.

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.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
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.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
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).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
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)?

Paste response to question here:

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.)
Paste response to question here:
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?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
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.

Paste response to question here:

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?

Paste response to question here:

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.

Paste response here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

5. How do you evaluate the needs of the parents?

Paste response to question here:

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

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.

Paste response here:

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Michael Collins	Principal		1/1/01
Mr. Nelson Medina	Assistant Principal		1/1/01
Ms. Wendy Detiberiis	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Mr. Godwin Debouto/ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Maureen Kearns	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Ms. Doylla Vaughn	Other <u>Assistant Principal</u>		1/1/01
Dr. Neelawattie Arjoon	Other <u>Assistant Principal</u>		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08X125** School Name: **JHS 125 Henry Hudson**
Superintendent: **Karen Ames**

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.

At JHS 125, we distribute the Preferred Language Form to our students to bring home and have it filled out by their parents. With the support of school personnel, we contact parents that have not returned the form. We then attach an additional copy to the report cards of the students who failed to return the document and have the parents fill it out during parent teacher conference. This assures that we are apprised of the current language preference of our parents. At the beginning of the school year, we run the Adult Preferred Language Report (RAPL) and the Adult Information report (RADL) from ATS. We gather data from school emergency cards and as students enter the school for the first time we administer the Home Language Identification Survey (HLIS).

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.

Even though we have small populations of different languages notably Bengali, Arabic, Spanish, French; the parents of these students have requested that all correspondence be sent home in English. All other correspondence sent from the school is in English with Spanish translation as was reported by the Home Language Survey and/or the Preferred Language Form.

We are in the process of disseminating the data that we received from the Language Survey. We are compiling the list of parents who want correspondence in a language other than English and distributing that information to teachers and school staff.

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.)

All correspondence that is disseminated to parents are translated to Spanish, Arabic, Bengali, and French. All our School Messenger phone blasts are in English and Spanish. Our parent calendars, testing calendar, school website, handbooks, student contracts, newsletters and all announcements for parent meetings and afterschool are translated to Spanish, Bengali, Arabic, and French. If a parent requests any information in their home language, other than English or Spanish, then we will utilize the translation department and provide them with a translated version in their home language.

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.

At JHS 125 we hold the four parent conferences required by NYC DOE. In addition, we hold curriculum nights in ELA, Math and ENL/ESL. We utilize our Tuesday afternoon parent engagement time to meet with parents either one on one or in teacher teams. Our family assistants keep track of the attendance and make calls to parents in regards to the student's attendance. Our assistant principals, deans and guidance counselors also have regular interactions with parents.

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.

Since the written translation is needed only in Spanish, we have in-house staff that translate all correspondence for the parents. For other needed translations, we work in collaboration with the DOE Translation and Interpretation Unit.

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.

All oral interpretation services in Spanish, Bengali, and Arabic are provided in house by school staff.

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.)

To ensure that all our staff members are aware of how to use translation services and the over-the-phone interpretation service, we emailed all information to the staff at the beginning of the school year. This information is also posted in the main office.

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

JHS 125 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification for translation services in a variety of ways. Upon entering the third floor, the parents will see the sign "Welcome Parents" in 9 languages along with the sign informing parents of the availability of an interpreter and translation services. Upon registration parents are given the Bill of Parent Rights and Responsibilities and the Parent's Guide to Language Access in English or one of the nine offered languages. If a parent requests a plan or any other information in their home language, we will utilize the translation department and provide them with a translated version in their home language.

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)

We will continue gathering data in reference to quality and availability of service from the parent survey.