



ANDRIES HUDDE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: ANDRIES HUDDE
ADDRESS: 2500 NOSTRAND AVENUE
TELEPHONE: 718-253-3700
FAX: 718-253-0356

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332200010240 **SCHOOL NAME:** Andries Hudde

SCHOOL ADDRESS: 2500 NOSTRAND AVENUE, BROOKLYN, NY, 11210

SCHOOL TELEPHONE: 718-253-3700 **FAX:** 718-253-0356

SCHOOL CONTACT PERSON: Elena S. O'Sullivan **EMAIL ADDRESS:** EOSulli@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Evan Silkworth

PRINCIPAL: Elena S. O'Sullivan

UFT CHAPTER LEADER: Peter Rodrigo

PARENTS' ASSOCIATION PRESIDENT: Tania Graham

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** CFN 602

NETWORK LEADER: JULIA BOVE/Jose V. De La Cruz

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Elena S. O'Sullivan	Principal	Electronic Signature Approved. Comments: Elena S. O'Sullivan Approved Elena S. O'Sullivan Elena S. O'Sullivan Evan Silkworth
Peter Rodrigo	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved approved
Tania Graham	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Approved Approved
Kim Dumont	Title I Parent Representative	Electronic Signature Approved. Comments: Approved Approved
Charlene Morales	DC 37 Representative	Electronic Signature Approved. Comments: Approved Approved
Evan Silkworth	UFT Member	Electronic Signature Approved. Comments: Approved Approved
Cindy Romanowich	UFT Member	Electronic Signature Approved. Comments: Approved Approved
Ismene Karvounis	UFT Member	Electronic Signature Approved. Comments: Approved Approved
Kim Etheridge	UFT Member	Electronic Signature Approved. Comments: Approved Approved
Hilary Hadar	UFT Member	Electronic Signature Approved. Comments: Approved Approved
Diane Joseph	Parent	Electronic Signature Approved. Comments: Approved Approved

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□ Andries Hudde JHS 240 (grades 6, 7, and 8) is located in the Flatbush section of Brooklyn, New York. This middle school has met the AYP and is in good standing. JHS 240 has received a Grade B for the Department of Education school report card. □ It serves a population of over 1,180 students from culturally diverse backgrounds.

Hudde Programs are designed to meet the needs of all students enrolled. The ELL program consists of three (3) ELL self-contained classes. ELL Special Education students who have IEPs are placed in Special Education classrooms and pulled out for ELL services based on their NYSESLAT proficiency levels. After school parent workshops, supporting adult literacy, are offered to the parents by our Parent Coordinator. Students participate in a Title III Program in literacy, science, math, and social studies.

In addition to the ELL, Special Education and Gifted Programs, Hudde has three (4) self-contained grade 6 classes, five (5) grade 7 classes and three (3) grade 8 classes, which constitute the mainstream general education population.

AIS is provided to meet the needs of all students identified as requiring assistance in ELA, mathematics, science, and social studies. Students deemed at risk receive appropriately targeted services (Math Lab, Read 180, 37 ½ minutes.)

The students who attend Andries Hudde JHS 240 are provided many opportunities to participate in competitions. The Science Department will participate in a competition named Odyssey of the Mind. Every year our students compete in our annual Science Fair. Our students always enter into the Daily News Scripps Regional Spelling Bee.

Hudde's library media center has been recognized by the New York State Education Department as a "NOVEL-READY" Electronic Doorway Library. In addition to a state-of-the-art library media center, Hudde also has two (2) computer labs. Over 80% of our classrooms are equipped with Smart Boards. We have six (6) laptop carts and software ranging from remedial to enrichment levels. The school has wireless capabilities.

Extracurricular activities will receive special attention this year at Hudde JHS. The students will participate in a variety of intramural extracurricular activities such as basketball, tennis, and soccer. Literacy Night, Math Night, Science Fair, Multicultural Fair, Awards Ceremonies, Spring Arts Festival and Hudde Movie Night are activities for the families of students.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Andries Hudde								
District:		22	DBN #:		22K240	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			94.3	94.9	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			96.1	96.66	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		435	373	352	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		445	424	373			46.6	46	80.1	
Grade 8		586	444	433						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			20	137	TBD	
Grade 12		0	0	0						
Ungraded		6	5	2	Recent Immigrants - Total Number:					
Total		1472	1246	1160	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							19	35	19	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		44	50	58	Principal Suspensions		99	268	TBD	
# in Collaborative Team Teaching (CTT) Classes		52	57	56	Superintendent Suspensions		48	45	TBD	
Number all others		21	23	29						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	63	86	81	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	3	13	Number of Teachers	96	83	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	20	19	TBD
				Number of Educational Paraprofessionals	7	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	6	TBD	% fully licensed & permanently assigned to this school	100	98.8	TBD
				% more than 2 years teaching in this school	68.8	71.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	49	51.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	87	TBD
American Indian or Alaska Native	0.1	0.1	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.3	87.2	TBD
Black or African American	74.4	72.6	71.4				
Hispanic or Latino	8.1	9.2	10.1				
Asian or Native Hawaiian/Other Pacific Isl.	13.6	13.8	14.1				
White	3.8	3.9	3.9				
Multi-racial							
Male	50.1	51.1	51				
Female	49.9	48.9	49				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-	-				
Students with Disabilities	Ysh	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	76.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Student Performance:

The average rate of change in student proficiency for Level 1 and 2 students has increased. We have seen improvements within our two sub-groups: Special Education students and ELL students. To maintain progress, we will continue to offer enrichment in our 37 ½ minute program, create differentiated instruction in all subject classes, provide new materials, equipment and conduct parent workshops to enhance the home- school connection.

Accomplishments:

The school is divided into three teams. Each team has its own Assistant Principal, a student government and an assigned dean. Small learning communities have increased camaraderie amongst staff and students due to special events such as field day, twin day, jersey day, and other various spirit days. This mini community within the largest populace creates pride and develops team spirit amongst the students.

We also created and offered free parent workshops to help families learn how to assist their children with their education. The topics of these workshops were: general computer education, internet safety and English as a Second Language.

We have purchased and put into place thirty additional smart-boards and several sets of laptops.

We have participated in city wide literacy programs such as the Reading Ambassadors, Poem in Your Pocket Day, and Reading Beyond Reality. We held a series of in-school spelling bees and hosted the regional spelling bee. While competing in a Science competition called Odyssey of the Mind we won the regional level. Additionally, there were advanced regents courses in Math, Science and Foreign Languages for high achieving students.

At the same time, our dedicated staff and students donated time, efforts and money to Penny Harvest, the Rhoda Jacobs Food Pantry collection, and City Harvest food collection. Beyond the field of charity, we offered fun activities for the student population such as: movie nights, golf team, year book, chess club and Arista. Other notable collaborations include Theatre Works Young Audiences, LEAP and Covenant Ballet and the Museum of Jewish Heritage provided enrichment in the arts for our students.

These recognitions come in the form of Honor Roll, Awards Night, 8th Grade awards in a special assembly and at graduation, along with the ARISTA induction ceremony.

Aids or Barriers for Improvement:

Aids

The most notable aid to school improvement is the administration, staff, teachers, and all adult personnel that work continuously to provide an environment that allows all children to learn. We have adapted our teaching to adhere to the guidelines for differentiated instruction so we can insure that all students are able to learn through their preferred modality. The teachers are willing to work with students and provide any extra instruction needed. All content area departments have used the available data to identify and develop SMART goals for accelerating each student's learning.

Barriers

There has been an influx of students from various countries that are non-English speaking. Many of these students have no formal education. They have been registered and classified as ELLs.

Students have been coming from other school districts that are not pre-zoned at their grade. This is due to the NCLB transfer students. IS 240 is a middle school in District 22 that is in good standing and accepts NCLB transfer students.

Students need remediation and structure in order to reach the promotional criteria of each grade.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p><input type="checkbox"/>#1 <input type="checkbox"/>By June 2011, parental involvement in student academic achievement activities will increase by 5% as measured by attendance records at school functions. Student achievement will increase by 3% when parents/guardians are actively involved in the school community.</p>	<p><input type="checkbox"/>To achieve the goal we will focus on improving home to school communication through the use of a monthly Parent bulletin from the principal, official school notices, automated message system, the Parent Coordinator's email newsletter (Family Blast), and monthly Parent Coordinator meetings focused on areas of academic support for students and families.</p>
<p><input type="checkbox"/>#2 By June 2011, the school environment will reflect a physically and emotionally secure environment focused on student learning as measured by an increase in the school's Safety and Respect measures on the Learning Environment Survey. This School Wide Information System is funded through ARRA.</p>	<p><input type="checkbox"/>To achieve this goal starting in September 2010 and continuing throughout the school year, school safety meetings will examine OORS data to identify patterns and trends in safety and suspension issues. School-wide training in PBIS will be initiated in September 2010 with monthly training throughout the school year.</p>
<p><input type="checkbox"/>#3 By June 2011, 10% of ELL students will demonstrate progress towards achieving the state English Language Arts standards as measured by achieving Promotional Criteria.</p>	<p><input type="checkbox"/>To achieve this goal ESL teachers will analyze NYSESLAT data to identify ELL students' areas of strength and needed growth to provide targeted instruction through the grouping of students based on demonstrated need. ESL teachers will use grade level standardized checklists to assess students learning against a standardized growth model.</p>
<p><input type="checkbox"/>#4 <input type="checkbox"/>By June 2011, the students will demonstrate science skills for each grade level that meet or exceed the New York State performance standards as measured by the grade level exit project.</p>	<p><input type="checkbox"/>To achieve these goals, we will incorporate an increase use of hands on instruction in classroom instruction and through the use of the science lab.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area
(where relevant) :

Instructional Goal #1 Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>By June 2011, parental involvement in student academic achievement will increase by 5% as measured by attendance records at school functions and student achievement will increase by 3% when parents/guardians are active in the school community.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Annual Goal: By June 2011, parental involvement in student academic activities will increase by 5% as measured by attendance records at school functions and Student achievement will increase by 3% when parents/guardians are active in the school community.</p> <p>Action Plan: Increased parent involvement will be the precursor for improved student behavior and ultimately student achievement. To achieve this increase, we will be improving home to school communication through the use of a more effective system through the principal, official school notices, automated message system, the use of an email newsletter (Family Blast), and monthly Parent Coordinator meetings. We will provide a variety of academic support for students and families. In addition, we will create more interest opportunities for both parents and students. Our parents will be more active and visible in the school by volunteering, fund raising, and other activities. We will have orientation nights, information sessions, parent outreach workshops, and orientation nights for grade 7 parents as well as grade 8 parents, and school tours for parents of 6th graders and their families. From November through May, workshops will be held for parents featuring topics such as: school curriculum, and the subject areas of Language Arts, Arts, Math, Science and Social Studies. Strategies to increase parental participation in the Learning Environment will include parent workshops on understanding the survey and how it is used to improve the school community, as well as opportunities to complete the survey online. For the diverse student population, the use of translations for parent communication and interpretation services for parent meetings will be provided.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Funding for this goal comes from federal money under Title I and is used to support parent workshops, and special events such as Math Family Science Night, Spring Arts/Winter Arts and the Science Fair. The Parent Coordinator, funds this position. The Parent Coordinator is a full-time position at the school and the parents. She works closely with the Parents' Association and the school administration to establish and maintain a school home connection. Translation services from Title III and tax levy provide funds for parent interpretation and translation services for parents.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Progress will be monitored through attendance records at school participation in the Parents' Association and School Leadership meetings. The sheets will include a check-off for parents to indicate how they were involved. That we can identify the most effective forms for parental communication with the community. Increased parent involvement will also reveal itself through student achievement which will reflect parent/teacher communication. By reviewing the progress of those whose parents have attended the various functions offered, it will show an increase in their academic progress.</p>
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Subject Area
 (where relevant) :

Instructional Goal #2 School Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□ #2 By June 2011, the school environment will reflect a physically and emotionally secure environment focused on student learning as measured by an increase in Safety and Respect measures on the Learning Environment Survey. This System is funded through ARRA.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ Annual Goal: By June 2011, the school environment will reflect a physically and emotionally secure environment focused on student learning as measured by an increase in the school's Safety and Respect measures on the Learning Environment Survey.</p> <p>Action Plan: Starting in September 2010 and continuing throughout the year, safety meetings will examine OORS data to identify patterns and trends in suspension issues. School-wide training in PBIS will be initiated in September with monthly training throughout the school year. Faculty Handbook, which begins at the beginning of the year, will contain effective classroom management strategies. Classroom management strategies will be included in monthly professional development workshops with in-class support provided by Assistant Principals, Counselors, and Deans. Based on classroom observations and data reports, additional classroom management professional development will be provided to selected teachers to improve their communication skills with adolescents. The Explorer's Program sponsored by the 70th Precinct involves student participation in understanding of proper civic behavior. Parent Coordinator and Guidance Counselors will provide workshop and ongoing support for positive behavior in school and at home. Responsible staff: Principal, Assistant Principals, Deans, Guidance Counselors, Worker, Classroom Teachers, Parent Coordinator, all Staff.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Assistant Principals, School Deans, and teachers funded through Title I</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

□ Indicators of Interim Progress include: Dean referrals, in-house referrals, and parent conferences.

Subject Area
(where relevant) :

Instructional Goal #3 English Language Learners

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

□ #3 By June 2011, 10% of ELL students will demonstrate progress on state English Language Arts standards as measured by achieving F

Action Plan
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

□ **Annual Goal:** By June 2011, 10% of ELL students will demonstrate achieving the state English Language Arts standards as measured by the following Criteria.

Action Plan: ESL teachers will analyze NYSESLAT data to identify student strength and needed growth to provide targeted instruction through differentiated instruction based on demonstrated need. ESL teachers will use grade level standardized checklists to assess student progress against a standardized growth model. ESL and ELA teachers will support content area teachers in ELL language acquisition, reading and writing strategies, including the use of technology in support of learning. Progress will be assessed by the administrators through classroom observation and conferencing. Professional development will be provided to ELL, ELA, and content area teachers through monthly department conferences facilitated by the Assistant Principal, ELA coach, and workshops and coaching provided by the network. Teachers will use the periodic assessment data and other classroom data to differentiate the class lessons and help increase student achievement. During the course of the day, various standards-based academic interventions, such as Read 180 and AIS math, are provided based on student need. Formative, including summative and formative assessments, are used to identify student needs for these programs. The Achieve Now Academy, created for overage, retained special education and ELL students in grade 6, 7, and 8, provides intervention during after school and Saturday programs. Our school's largest percentage of our overage student population consists of ELL

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.

□ Tax levy funds will finance the majority of this course of action, including teacher salaries. One of the subgroups of the tax levy includes the Achievement Foundation, which pays per-session to teachers of overage and below grade level students. The school based support team is used to counsel and evaluate at risk students. Translation services are used for translators to assist at parent conferences. Children First Inquiry Team funds support the use of data for planning. State Funded services including Title I LEP and Title III translation support are used for English Language Learners and their families.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Student achievement will be regularly monitored through classroom results of ITA and predictive tests, quarterly progress reports, and g checklists.</p>
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Subject Area
 (where relevant) :

Instructional Goal #4 Science
Achievement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>#4 <input type="checkbox"/>By June 2011, the students will demonstrate science skills fo meet or exceed the New York State performance standards as mea exit project.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>To achieve these goals, we will incorporate an increase use of ha classroom instruction and through the use of the science lab. In co department, we will focus on cross-curricular topics such as measu data analysis and data collection with the use of scientific lab equip technology and ancillary resources, we will improve reading and wr and the use of enhanced scientific vocabulary for everyday use. TH science research projects and experimental projects, which will incl experiments. In addition the students will complete a written scienc experiment and scientific research using multiple sources of data. Instruction will provide academic rigor at all levels. Strategies and a not limited to the use of technology, small group instruction, partner community through the Urban Advantage program, and the Saturda Parent participation is fostered through Family Science Night, Fami Institutions, Urban Advantage Science Expo, and Parent Coordinat Monthly professional development workshops will be provided thro Program. Program implementation includes the development of an Teacher Leader. Responsible staff: AP Science, Urban Advantage Advantage Science Teachers.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Funding for this goal comes from federal money under Title I and used to support parent workshops, and special events such as: Ma and Family Science Night. The tax levy, under the Parent Coordinat The Parents' Association and the administration. Tax levy funds fro Academy supports parent workshops on Saturdays. Title III LEP ar from Title III and tax levy provide funds for parent workshops includ parents. Funds from Urban Advantage support school field trips to Institutions and Family Day at the Science Institutions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>. Classroom Observations . School-wide mid-term and final . Quarterly Written Lab Reports . Themed Research Project . Evidence of displayed student work</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. *Note:* Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist
	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A		
1			N/A	N/A		
2			N/A	N/A		
3			N/A	N/A		
4						
5						
6	41	41	41	41	30	7
7	43	35	35	35	70	
8	47	47	47	47	7	2
9						
10						
11						
12						

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services indicated in column one, including the type of program or strategy (e.g., V... etc.), method for delivery of service (e.g., small group, one-to-one, tutoring... service is provided (i.e., during the school day, before or after school, Sa...</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>Academic intervention referrals are distributed to subject teachers... the school year. Upon receiving these referrals, batteries of assessment... the student. Assessments used include a comprehensive test of basic s... sight vocabulary list (Dolch), IRI (informal reading inventory test to determ... informal writing sample, learning styles questionnaire, and reading and w... analyzing these assessments a diagnosis of areas of weakness are diag... coordinator and language arts teacher. An individualized action plan is th... the needs of the student. It is prescribed as a necessary means to conqu... and weaknesses. I.S. 240 uses multiple academic intervention programs... be extremely effective.</p> <p>Programs used include: <i>Read 180</i> – reading comprehension prog... to accommodate students who need targeted small group instruction. TH... software, audio books, and leveled high interest nonfiction reading mater... selected based on formative assessment and are monitored throughout t... – used for students that require decoding and fluency assistance. It is an... that is used daily to boost phonemic awareness. <i>Saturday Achieve Now</i>... are invited to attend this academy in order to receive both remediation an... <i>Strategies for Content Area Reading</i> is used during this session. Within... lessons focus on comprehension skills in non-fiction content. The acad... as a means of fostering the cross-curricular instruction. We also use <i>Ed</i>... means to assist students with test preparation.</p> <p><input type="checkbox"/></p>
<p>Mathematics:</p>	<p><input type="checkbox"/>The Math Lab managed by the Math coach consists of a Smart Board, software. Students receive remediation services during the week, 37 ½ t... the Achieve Now Academy Program. Two computer labs also offer an ar... for remediation. Remediation is provided to students based upon individ... informal assessments. Selected students attend an extensive academy... mornings. Math teachers have created curriculum based units appropria... Students receive on-going preparation for the June 2011 Algebra I regen...</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>Science teachers have worked collaboratively to create learning tasks, act... specific plans for the units appropriate to the grade specific spiraling curri... will utilize visual aids, creative projects and hands on activities to link co... understanding during laboratory activity days. Students are grouped base... and weaknesses and those selected students, who need further remediation... extensive academic program throughout the school year.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/>Social Studies teachers develop and implement units of instruction that... York City and New York State standards. The units utilize technology, in... based instruction and use primary and secondary sources. Students' str... weaknesses are identified and differentiated instruction is planned based... During both the Extended Day Program and the Saturday Achieve Now A... individualized and small group instruction is offered to students in need o... intervention.</p>

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselors provide our students with strategies to use when academic, social, personal and emotional struggles. The counseling sessions are small-group based, and resolves the many conflicts that arise between students, teachers and the school community. The counselors meet with the teachers and their families in order to foster a collaborative relationship within the school.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school psychologist's role is to provide support to students that have difficulties with the pressure of family, friends and academics. The main focus is the students who struggle with transition from the elementary school to middle school.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The social worker works with both mandated and non-mandated students to provide academic and emotional support for adolescent struggles. Our social worker also meets with students to conduct a social history of the family life in order to obtain information for special education services.
At-risk Health-related Services:	<input type="checkbox"/> We do not have students that are at risk for health related services, but we do have students that have mandated IEP Health Paraprofessionals. These paraprofessionals monitor student health, well being and academic progress as students deal with their health schedule.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of funding). A new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

6,7,8

Number of Students to be Served:

LEP 90

Non-LEP 1160

Number of Teachers 4

Other Staff (Specify) 100

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

- Narrative description of Andries Hudde IS 240 school LAP plan for 2010-2011:

LAP Team Members: Elena O’Sullivan, Principal; Sheldon Noel, Assistant Principal; Robin Horn, ESL Teacher; Christa Benfield, Math Coach; Melida Quiroz, Guidance Counselor; Celina Acham, Parent Coordinator; Joseph Roland, ESL Math Teacher; Irina Maryasis, ESL English Teacher.

Andries Hudde I.S. 240 is located in the Flatbush section of Brooklyn, New York. This grade 6, 7, 8 middle school serves a population of over 1,160 students from culturally diverse backgrounds. According to the most recent available data the ethnic breakdown is 3.9% White, 72.6% Black, 9.22% Hispanic and 14.3% Asian/Other. Currently our total number of English Language Learners (ELLs) is 103 students, which is 7.76% of our total school population. The ethnic breakdown of our ELLs is as follows:

The ELL subgroup breakdown is as follows:

Total number of all ELLs		103
Number of newcomers		68 (SIFE 3, Special Ed 0)
Number of ELLs in year s 4-6	20	(SIFE 2, Special Ed 2)
Number of long-term ELLs		15 (SIFE 8, Special Ed 8)

Number of ELLs by Grade in Each Language Group

	6	7	8	Total
Spanish	6	4	6	16
Chinese	0	2	0	2
Russian	1	1	2	4
Bengali	1	2	1	4
Urdu	1	4	6	14
Arabic	1	0	1	2
Haitian Creole	9	16	13	45
French	0	4	6	13
Other	1	0	2	3
Total	20	33	37	90

Entitlement to getting ESL service is based both on the LAB-R scores and spring 2010 NYSESLAT scores of the students. Intake for ELL students and their parents who are new to the country and to the New York City Department of Education begins with an interview by the school’s English as a Second Language (ESL) contact. After parents have completed the Home Language Identification Survey form, an informal oral interview is conducted by the TESOL licensed ESL contact, along with an interpreter when needed. Once the interview is complete, a review of the student’s progress reports from their prior school is performed to determine whether they are eligible for ESL services. During the first ten days, each student who is identified as ESL eligible will be placed in a grade appropriate ESL class until they are administered the Lab-R. By the results of their Lab-R exam, it will be determined if they should be placed in mainstream or ESL. If they are identified as ELLs, the parents will then be contacted regarding Andries Hudde open school night, where they will be given a tour of the school by bilingual teachers, and shown the Department of Education’s Orientation video for Parents of English Language Learners. They will also receive an entitlement letter on school letterhead. Those who score at or above the LAB-R cut score will receive a non-entitlement letter. Those who scored proficient on the NYSESLAT will receive a non-entitlement/transition letter explaining their non-entitlement to ESL services. All other students who did not score a proficient level on the spring 2010 NYSESLAT, they will receive a continued entitlement letter. Throughout the school year, as new ESL students enroll, the ESL department will continue to provide parent orientation as needed. At the completion of the video, parents are asked to complete a Parent Survey and Program Selection Form which is collected the same day and on file in the school. Interpreters who speak the languages of the parents’ who attend are available to answer questions, using funds from the translation and interpretation grant. This parent survey form helps the school determine the type of ELL program that will be offered for the 2009-2010 school year. In the past three years,

parents have chosen the ESL freestanding program, which includes: self-contained, ESL pull-out and push-in models. For the 2009-2010 academic year, Andries Hudde will not have enough participants to offer a Transitional Bilingual Education (TBE) class for ELLs. Parents, who choose a bilingual program, are provided with the different options available to them, (with the assistance of an interpreter when needed) which include registering their child in a bilingual program in another school within the district. The trend has been that parents choose to remain at Andries Hudde, opting for our ESL program and rejecting the option of transferring to a school with a bilingual program. In the case of a Special Education student mandated by CSE to receive bilingual services, the student will be assigned a bilingual alternate placement paraprofessional who speaks the student's native language, and also receive mandated ESL services by the ESL contact.

The ELL program consists of three Freestanding ESL classes for 6th, 7th and 8th grades and ESL pull-out and ESL push-in when appropriate for all 103 ELL students. There is an ESL self-contained class for each grade. Each class is divided into three groups for all subject classes: new admits and those at the beginning level of English language proficiency, intermediates, and those who are demonstrating advanced proficiency and who will soon be placed in the mainstream. The three Freestanding ESL classes are contained within a portion of a school day. ESL students simulate the environment of a Junior High School as their mainstream counterpart's students because they change classes between periods similar a traditional Junior High School. Students are scheduled by grade in a heterogeneous block program model, and change classes every period to be taught by a different subject teacher. This way, students experience Junior High School and, at the same time, receive ESL subject instruction. The ESL pull-out/push-in program provides ESL services to two groups of students: students of advanced level of proficiency who are placed in mainstream classes, and students with special needs. This leveling enables the students of each group to advance at their own rate, provide them with mandated ESL services, as well as challenge them in various content areas.

The freestanding ESL program implemented in the school includes two components: both the Language Arts instructional component and the content areas components which are delivered through instruction in English using ESL methodologies.

The ESL program utilizes a modified version of the elements of the Balanced Literacy Model. Some instructional strategies used are: read aloud, modeled talk, scaffolding, extensive use of visuals, gestures, audio-visual materials, graphic organizers, and summarizing. State certified licensed ESL teachers use QTEL methodology, the Natural Approach, CALLA, and TPR to ensure that LEP students meet the standards and pass the required 8th grade State assessments. The materials used for instruction are aligned with State and City ESL Standards.

The ESL methodologies used incorporate listening, speaking, reading, and writing which creates a comprehensive and complete English language immersion.

TESOL certified teachers teach the ESL Language Arts and TESOL certified and Non-certified teachers teach the content area classes. We have four TESOL certified teachers teaching ELLs. Currently, Andries Hudde does not have any bilingual teachers teaching ELLs. A copy of each ESL teachers' licenses and certifications are on file. These teachers teach the majority of ESL classes both in language arts and the content areas. Cooperative planning among ESL teachers, the ESL contact, assistant principal and the principal occurs during the day when teachers are available. Three of the four ESL teachers have completed the Quality Teaching for Secondary English Learners Professional Development training within their content areas. In addition, all ESL teachers will use the Natural Approach, CALLA, and TPR to ensure that ELL students meet the standards and pass the required 6th, 7th and 8th grade state assessments. Non-certified ESL teachers will be provided with professional development by a licensed TESOL teacher, for a total of ten hours for Special Education teachers and seven and a half hours for General Education teachers. ESL teachers and Assistant Principals will collaborate on which programs and materials would best suit each ESL grade and content area. The materials used for instruction will be aligned with ESL and State content area standards and ELA standards. The students will use city-mandated materials, and additional ESL materials made specifically for ELLs, for content area support. In addition, to support their native language development, they will be supplied with dictionaries, picture dictionaries, content-specific glossaries, and translated tests. The ESL methodologies used will incorporate listening, speaking, reading and writing, which will create a holistic English language immersion. As a policy at Andries

Hudde, ESL teachers will encourage students to use their native language to aid in their content learning.

Each ELL student is administered the NYSESLAT during the spring of each academic year. Once the scores are received they are evaluated to determine implications for instruction. The ESL proficiency level breakdown will be based on the spring 2010 NYSESLAT, which will be available in September 2010. The students will be grouped according to their level of English language proficiency as determined by their spring 2010 NYSESLAT scores. In September 2010, we will receive the NYSESLAT results, which will show the patterns in English language proficiencies in the four modalities. The information from the 2009 NYSESLAT is represented in table 1 and is as follows:

Table 1 NYSESLAT ANALYSIS 2009-2010

	6	7	8	Total
Beginner	7	10	13	30
Intermediate	8	12	12	32
Advanced	10	9	9	28
Total Tested	25	31	34	90

NYSESLAT Modality Analysis

Modality aggregate	Proficiency	6	7	8
Listening/ Speaking	B	1	2	2
	I	2	8	4
	A	13	16	13
Reading / Writing	B	7	6	7
	I	6	10	6
	A	3	13	6

Based on the modality aggregate data, across the three grades, most students scored advanced in Listening and Speaking. In the 6th grade shows the weakest are speaking, listening, writing, and reading. In the 7th grade, their modalities from strongest to weakest are speaking, listening, writing and reading. Finally, the 8th graders modalities from strongest to weakest are speaking, writing, reading, and listening. The content performances are based on the prior years, City and State Math and ELA exam results. ESL instruction will be provided for all ELLs as required under CR Part 154. Beginner and Intermediate students will receive 360 minutes per week and for advanced students 180 minutes per week with a 180 English Language Arts. The 180 minutes of ESL will be provided by an ESL licensed teacher who either pull-out or pushes-in depending on the needs of the students, and scheduling. The majority of 6th, 7th and 8th grade students will be placed in self-contained classes and get ten periods of ESL/ELA service a week, utilizing a modified version of the elements of the Balanced Literacy Model. Advanced long-term ELL students will get five periods of ESL service and five periods of ELA in mainstream. This leveling will enable the students of each group to advance at their own rate as well as challenge them in various content areas.

The school's policy for SIFE students is to inform their parents and all ESL and non-ESL teachers, and create a plan based on the input of all teachers. SIFE students will be offered every possible opportunity for assistance, including but not limited to Title III programs, AIS programs, content specific tutoring and whenever possible programs like the Achieve Academy. For students who are not identified as Special Education students and are having difficulties in their classes, they

will be offered tutoring through Title III, AIS, and after school program. In addition, parents will have the opportunity to meet with their child's teachers to discuss other alternatives to assist the child in their subject areas. They will also be referred to a school counselor to see if there are other issues. Special Ed students who are identified as ELLs on their IEPs will be placed in the appropriate Special Ed classroom and be pulled-out by an ESL certified teacher for their mandated time of ESL instruction. Their score on the spring 2010 NYSESLAT will determine their ESL time allotment. The patterns regarding the four modalities found based on the NYSESLAT for the past three years reveal that students across proficiency levels need extra assistance in listening, reading and writing. For that reason, all content area subjects: Math, Social Studies, and Science, will incorporate more listening, reading and writing exercises into their curriculum, especially in the ESL Saturday program. This will also help with 6th, 7th, and 8th grade ELA state exam preparation for those who are eligible.

Advanced English language speakers, will be placed in mainstream classes and pulled-out as a group and are provided with ESL services at a level appropriate for their proficiency. When there is a greater number of Advanced level ELLs, over other ESL proficiencies in the school, we will keep them in the ESL Freestanding self-contained classes. ESL certified teachers will teach the content at an appropriate level for the advanced students and pull-out the Beginners and Intermediates for extra small group ESL instruction. For students who have scored proficient on the 2010 NYSESLAT, will be provided 2 years of language support. They will be placed in a mainstream class for their grade or depending on recommendations by teachers, their academic history, and Math and ELA scores, students will be offered the chance to test for the Andries Hudde Gifted program in the fall.

Professional Development for ELL teachers and Content area teachers who teach ELLs will participate in professional developments provided by the Office of English Language Learners at Tweed. In addition, Content area Network Support Specialist will conduct residencies for all teachers in differentiated instruction. Monthly professional development will be provided by both the ELL assistant principal and the ESL pull-out teacher, where all participants will analyze student data and student performance based on ELL periodic assessments, progress reports and standards based exams, and interim assessments. In addition the Math Coach and Literacy Coach will provide professional development for ELL teachers during their common preps.

Office of English Language Learner Professional Developments provided by Tweed:

ELL periodic assessment training- January
Building Academic Language – January
Language Allocation Policy training-February

Andries Hudde Professional Development:

NYSESLAT and Title III: Using NYSESLAT data for Title III program and instruction-October
Utilizing 2010 NYSESLAT results to prepare for 2011 NYSESLAT - March

Narrative description of Andries Hudde IS 240 School Title III plan for 2010-2011.

English Language Learners will be offered small group instruction through an after school program provided by Title III funding. The program will assist students by providing them with the instructional support they need in ELA, Math, Social Studies and Science. The program will be offered to all ELL students, but priority will be given to lower level beginners and intermediate English Language Learners until classes reach capacity.

The Title III After school program will meet for 16 weeks from late Early December 2010 until the beginning of May 2011, and the program schedule will correspond with Hudde's AIS schedule. The Title III classes will meet every week on Tuesday and Wednesday. The classes will meet for one hour each day for a total of 32 hours of service. The program will consist of 3 classes, one for each grade 6th, 7th and 8th, with a maximum of 15 students per class. This is to help students become familiar with New York State testing for their Math State Exam and ELA State Exam (for those not exempt), for the 8th graders additional testing support for the Science State exam and the Social Studies State

exam will be provided. The ELA will be based on language level Beginners, Intermediates and Advanced will receive language arts support at their appropriate level.

All classes will be taught in English. The after school program will be needs specific, and for each content area the teacher will focus on the needs of the group, and whenever possible the individual needs of each student. This will help provide additional instructional, linguistic and cognitive support of the content area material taught throughout the school year.

In the spring of 2011, the ELA portion of the weekly program classes will focus on preparation for the NYSESLAT. The program will be taught by a NYS certified ESL educator/s, who are licensed to teach ELL students in all subject areas, or licensed content area teachers who will receive professional development in ESL methodologies across all four curricula: ELA, Math, Social Studies and Science.

Methods and Materials:

- QTEL Methodology
- Related literature
- Contextual definitions
- Paraphrasing
- Scaffolding Techniques
- Graphic organizers
- Hands-on Manipulative
- Pictures
- Visuals
- Multimedia

Professional Development Program

STAFF DEVELOPMENT

For the 2010-2011 school year, Andries Hudde I.S. 240 will provide Professional Development training to all licensed content area Title III teachers, in ELL methodologies for their specific content area.

Professional Development will take place once a month after school beginning in November 2010 on Thursdays from 3:00 pm till 4:00 pm for a total of 4 professional development workshops at the beginning of the school year. Each month will be a different content area:

- November – ELA PD/ALL subject teachers
- December - Social Studies
- January- Math
- February - Science

The Literacy Coach will provide two one-hour ELA sessions for Title III teachers and the Math Coach will provide two one-hour Math sessions for Title III teachers. Both service providers are certified teachers in their content areas. A licensed ESL teacher, using ESL methodologies will provide a total of three one hour sessions in both the Social Studies and Science professional development. Professional development sessions will be conducted in English.

Title III ESL teachers and licensed content area teachers will be instructed in the most effective ways of meeting the needs of English Language Learners in acquiring literacy skills across all content areas: English Language Arts, Social Studies, Science and Math. Staff development will be driven by a needs based assessment, requests made by teachers as well as topics determined by the Professional Development team.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

n/a

Section III. Title III Budget

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School: Andries Hudde
BEDS Code: 332200010240

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,653.15	<input type="checkbox"/> Title III teachers will provide a total of 32 hours of instruction in Math and English Language Arts, Science in the After-school program. Each teaching minutes for a total of 1 hour per day twice weekly weeks. Title III After-school Institute : 4 ESL Teachers x 1 hour x 2 days x \$49.89ps/hr \$6385.92 Total Hours : 1 hr x 2 day x 16 weeks = 32 hours 1 Administrator x 1 hour x 2 days x \$52.21ps/hr \$1670.72 Total Hours : 1 hr x 2 day x 16 weeks = 32 hours 1 Science Teacher x 1 hour x 2 days x \$49.89p =\$1596.48 Total Hours: 1 hr x 2 days x 16 weeks = 32 hours Total instructional cost for both programs is: \$9,653.15
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$780.00	<input type="checkbox"/> n/a

Educational Software (Object Code 199)	\$4720.00	<input type="checkbox"/> The amount of expected expenditures for supplies SIOP Model, Notebooks, Folders and USB portable Supplies Total \$4720.00.
Travel	n/a	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

The ESL coordinator and Parent Coordinator conduct interviews with students, parents and/or guardians at home, who would qualify as English language learners. The data is collected via the home language survey. This data helps determine if parents would need written translations of documents sent home by the school. Documents are collected and stored in our pupil records office. All translated documents are placed in the ELL coordinator's and parent coordinators office.

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

□

Based on the information we collected, we've allocated funds to have bilingual teachers and bilingual paraprofessionals to provide translation services to parents during the following non-mandated programs offered at Andries Hudde JHS. The information will be reported to the school community through monthly data reports.

Part B: Strategies and Activities

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

□

Written translations of printed information will be provided to parents with limited English proficiency in their language whenever possible. However, if written translations are not practical, then we will provide information to English Language Learner parents orally in their native language when available. Documents for translation are available via the parent coordinator. Further translations are provided via conferences with appropriate staff members. If the language is not spoken then services are provided via the Translation Unit of the NYC Dept. of Education.

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

□

Oral interpretation services are conducted by an in house school staff. A variety of teachers, paraprofessionals and administrators will assist in providing interpretation services. In addition, services will also be provided via the New York City Department of Education Translation and Interpretation Unit.

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

□

The Principal, Assistant Principals, ESL Coordinator and Parent Coordinator will have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents with limited English proficiency.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	830,752	412,410	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,307		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	41,537	*	
4. Enter the anticipated 10% set-aside for Professional Development:	83,075	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
93

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers who are not highly qualified are offered assistance in obtaining qualifications. This assistance might include: meeting with certification experts, Title 1 Financial Aid, etc. All efforts are made to meet with the teachers and develop plans to help them meet their requirements.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

School Parental Involvement Policy
2010-2011

The goal of Huddle’s Title 1 Parental Involvement policy is to establish a program geared towards the enhancement of student academic achievement through increased parental involvement in school administered programs. Programs are designed with the intent to build a strong bond between the parent and the school so as to foster an environment which is conducive to life-long learning and achievement.

Workshop /program Title	Goal/Elements	Implementation Outline
Fundamentals of parenting for success	To provide the key element for successful parenting Discuss Developmental issues facing young adults To learn strategies on how to handle emotional stress issues unique to single parents To learn time management techniques for single and dual-working parents families	Guest speakers Teachers speakers Skill building Techniques planned follow up in PA and the parent coordinator events throughout the month
The natural balance: work, family and school unite	Discussion on the importance of maintaining a balanced, structured life for success Learn Time Management Techniques Discuss how to address family issues Provide information on support services available in the community	Guest speakers Interactive role playing Case scenarios

	Learn how teachers and school administration can assist parents with your child's academic growth outside of the school environment	
Promoting Academic Excellence	<p>To help parents promote good study habits in their child</p> <p>To help parents ensure their child stays organized</p> <p>To help parents learn how to set up a learning environment at home</p> <p>To increase communication between parents and teachers</p>	<p>Study skills</p> <p>Time management skills</p> <p>Organizational skills</p> <p>Parent speakers</p> <p>Guest speakers</p> <p>Teacher speakers</p> <p>Communication skills for addressing challenging situations</p>
Effects of Bullying on All Students	<p>To discuss how bullies are formed</p> <p>To prevent bullying among students</p> <p>To provide parents with tools to prevent their child from being targeted</p> <p>To teach students to accept differences</p> <p>To teach students not to participate in observing bullying activities</p> <p>To provide parents with tactics to discuss bullying</p> <p>To discuss how bullying affects academic achievement</p>	<p>Guest speakers</p> <p>Teacher speakers</p> <p>Anger management skills</p> <p>Self-esteem building</p> <p>Communication skills</p>
Building a Parent Support Network	<p>Meet and Greet Hudde Parents</p> <p>How to set up telephone trees and electronic mail distribution lists to foster increased communications between parents</p> <p>How to establish a communication list utilizing internet capabilities</p> <p>Hudde neighborhood parents map by grade</p> <p>Learn how to start a block association with Hudde parents in your community</p>	<p>Community Leaders address</p> <p>Parent speakers</p> <p>Community contact information</p> <p>Local precinct speakers</p>
Making Communication a Priority for Academic Achievement	Discuss the best ways to communicate with teachers and school administration on your child's progress. i.e., school messenger, flyers, calendars, mailings, and the internet. Learn how to access school information online.	<p>School administration Presentation</p> <p>Parent Coordinator Discussion</p> <p>Computer Lab/Web Instructor</p> <p>Strategies for improvement</p>

	<p>Learn what information is routinely provided to your child and when</p> <p>Get critical progress/achievement dates by grade based on the DOE school calendar</p> <p>Discuss school support and enrichment activities ongoing during the school year.</p> <p>Learn how notification is given to parents</p>	
Protect your middle schooler from gang involvement	<p>Discuss the negative influence of gang involvement on achievement and the overall academic process.</p> <p>Discuss how parents, the school, police and community leaders can be used to eliminate the threat of gang activity</p> <p>Develop “self-help” strategies to keep your child safe</p> <p>How to report and combat a gang problem in your school and community</p> <p>Discuss actions your child can take in school to be safe from any potential threat</p>	<p>Community/Elected Official guest speakers</p> <p>Police speakers</p> <p>School security officers</p>

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

NYC DEPARTMENT OF EDUCATION

ANDRIES HUDDE JUNIOR HIGH SCHOOL
 2500 NOSTRAND AVENUE
 BROOKLYN , NEW YORK 11210
 ELENA S. O’SULLIVAN, PRINCIPAL

SCHOOL-PARENT COMPACT

I.S. 240 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010 -2011

School Responsibilities

I.S. 240 will :

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

All students receive a minimum of:

- 7 periods of Language Arts per week
- 5 periods of Language for Gifted Program
- 7 periods of Mathematics per week
- 5 Periods of Mathematics for Gifted Program
- 5 periods of Social Studies per week
- 5 periods of Science per week

Students in need of assistance receive:

- Academic Intervention in Reading and Language Arts
- Academic Intervention in Math
- Academic Intervention for English Language Learners

After-School and Saturday Programs (Achieve Now Academy) to support instruction in:

- Reading / Language Arts, Math, Science, Social Studies and ELL
- Accelerated Regents classes in Science and Math

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. November 2010

February 2011

3. Provide parents with frequent reports on their children's progress. Report cards are given to parents during parent teacher conferences:

November 16, 2010

February 17, 2011

Prior to report cards, students receive progress reports and/or Promotion in Doubt letters to inform parents of their child's school progress.

Results of Interim Assessments are distributed to parents.

4. Provide parents reasonable access to staff. Staff is available during prep periods or before and after school when necessary. If parents can only come during a teacher's teaching period, coverage will be provided to enable the teacher to meet with parents.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities , as follows:

The parent coordinator is available to escort parents to a child's class at any time during the school day to observe their child's class. Parents are encouraged to participate in their child's education as volunteers at any time that they feel their services are needed.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance of our children.
 - Making sure that homework is completed.
 - Monitoring amount of television their children watch .
 - Volunteering in my child's classroom .
 - Participating, as appropriate, in decisions relating to my children's education.
 - Promoting positive use of my child's extracurricular time.
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

1. **The administration and data specialist will compile data from interim assessments, state tests and classroom assessments. Review and analysis of this data will assist them in setting up classes, assigning teachers to specific classes, designing remedial and enrichment programs and selecting professional development services which will ensure that the needs of all our students are met. The 37 ½ minute remedial program will be set up for the first day of school for students scoring below level in math or reading.**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

In order to meet the needs of all students and ensure academic achievement for our students each student's data is reviewed and students are placed in classes accordingly. Students in the gifted programs are given advanced curriculum including regents programs in the eighth grade. Gifted students are also provided with a three year sequence in the arts. Constant communication among the parents, the gifted coordinator and the teachers helps to foster academic achievement for these students. Teachers in the gifted program hold certification in this area.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

Students in our school benefit from lower class size due to Title I resources. The data specialist analyzes the test results looking at gender ethnicity, special needs and ELL students to insure that each of the subgroups are achieving academically. Students are placed in appropriate classes. Over aged students are placed in the Achieve Now Academy which is scheduled for Saturday mornings. The math lab and the reading lab provide services for students that are performing below their grade level. Mainstream classes receive seven periods of math and language arts per week. ELL students are placed in self contained classes which are taught by certified ESL teachers. Special education students are placed in the appropriate settings according to their IEP.

o Help provide an enriched and accelerated curriculum.

□ Students in our gifted programs receive a curriculum which is enriched in all areas. These include advance courses in math, science, language arts, foreign language and the arts. Students in these programs have the opportunity to take regents in the eighth grade in math and science. They also have the opportunity to take a proficiency exam in foreign language. The gifted program provides opportunities for a three year sequence in the arts. Trips to museums and cultural institutions supplement the curriculum.

o Meet the educational needs of historically underserved populations.

□

Students in the ELL and special education programs receive additional assistance to meet the state standards in all academic areas. **English language learners are identified upon enrolling in the school. These students are tested based on the home language survey. Upon completion of this test students are either placed in a self contained ELL class or they are placed in a pull out program for English Language Learners. These classes receive differentiated instruction from highly qualified personnel in all academic disciplines. Yearly progress is determined by use of classroom assessments, NYSSLAT and state tests. After completion of ELL services individual student data is reviewed to guarantee correct placement of students in either the mainstream, gifted or special education programs.**

Students in the special education program receive differentiated instruction according to their individualized education plan. These services might include speech, counseling, academic instruction, adaptive physical education and physical therapy. In addition special education students also attend classes in social studies science, art, technology and physical education. Teachers are highly qualified to teach special education.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□ **Students in the mainstream classes receive differentiated instruction so that individual needs are met. Classes in language arts and math are scheduled to provide additional time on task to assist students in receiving scores on level in the state tests. This time also allows students that are on level to reach above level scores in math and reading. Science and social studies teachers provide additional support with the skills needed to achieve academic growth. Physical education, health, technology and art are other areas of instruction that students receive according to state standards. Students at risk in terms of classroom performance and student data are given individual services after a**

conference with the parent. Services might include daily monitoring of academic achievement, counseling, and mentoring by a staff member. When necessary students may be referred for evaluation and provided with an individualized education plan.

o Are consistent with and are designed to implement State and local improvement, if any.

We follow the NYC curriculum for Math, Science, Social Studies and Language Arts in order to meet the state standards. We are constantly monitoring students to provide remediation or enrichment services.

3. Instruction by highly qualified staff.

While 93% of our staff is highly qualified, we are in the process of working with the teachers that are not to insure that they get all requirements for certification.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers are kept abreast of all innovative and necessary curriculum and pedagogical changes through professional development. These workshops are given on staff development days, during department conferences, and during lunch and learns. Literacy coaches and Math coaches receive on-going professional development, which is then turn-keyed to their respective departments. Our staff is encouraged to attend relevant workshops offered by the UFT and Pro-traxx. Network Specialists provide on-going workshops in literacy, math, and special education. The arts liaison, "Assistant Principal", attend on-going staff development on Blue Prints for the Arts.

Our school has and will continue to provide Professional Development in the areas of writing, art , math and technology . This year we purchased 30 smart boards with laptops for instruction. Additionally we purchased one sixteen laptop cart and one thirty laptop cart. The focus of this year's Professional development will be in the use of smartboard technology for planning and instruction. We will also continue to provide professional development in the areas of art, math and writing.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

When there is a vacancy we will only hire teachers that are highly qualified in their discipline. We will however assist our teachers in acquiring certifications in their disciplines.

6. Strategies to increase parental involvement through means such as family literacy services.

I.S.240 will increase parent involvement with the use of a state of the art telephone message system to inform parents about upcoming and ongoing events. Flyers will also be sent home with the students. Events such as literacy night, math night, science fair, computer workshops, Spring Arts Festival, award nights etc. will be well advertised. Assistance from the Parents Association will be requested so that communication between school and home is widespread. Translators are available for all parent communications including parent conferences.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Review of previous state tests and reviewed in September by the administration and teachers. In some cases class changes are made. Interim assessments are given throughout the school year. When the results are received, the coaches and assistant principals meet with the teachers and review and analyze them . Planning for classroom instruction remediation, enrichment and Professional Development occurs at meetings with the teachers and the administration. Students that are not achieving are given individualized plans such as inquiry team and counseling and if need be referrals to special education.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Interim assessments and classroom performance are reviewed throughout the school year. Data concerning students that are not achieving are reviewed by the data specialist, the administration, coaches, classroom teachers, guidance and the inquiry team. Parent meetings are set up so that the parent is aware of the student's lack of achieving. A plan for these students might contain counseling, math lab, Read 180 lab, inquiry, team status and the Achieve Now Saturday program. All interventions are tried before the students are referred to Special Education.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

We will use Title I funding to provide workshops on bullying and violence prevention. We work very closely with the Police Department which provides weekly workshops on gang violence. The local precinct works with us to provide the Explorer Program for at risk and interested students. We provide breakfast and lunch at reduced or price according to financial need. For the students in temporary housing we provide free lunch, transportation and uniforms. Yearly surveys are disseminated to the parents so that we are aware of temporary housing and doubled up students. Computer classes are given to the parents on Saturdays so that they are aware of the programs we use daily with the students. Workshops for parents of ELL students are given throughout the school year.

□

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP) Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$697,832	True	Goals 1 and 3, pgs 15, 17-18
Title I, Part A (ARRA)	Federal	Yes			\$408,286	True	Goals 1 and 3, pgs 15, 17-18
Title III	Federal	Yes			\$17,940	True	Goals 1, 3, and 4, pgs 15, 17-20

IDEA	Federal	Yes			\$360,976	True	Goals 2 and 3, pgs 16-18
Tax Levy	Local	Yes			\$4,932,721	True	Goals 1, 2, 3 and 4, pgs 15-20

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

n/a

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
7 Students
2. Please describe the services you are planning to provide to the STH population.

The school will provide guidance services, school supplies, school dress code clothes and assistance with metro cards. In addition the school will keep in contact with the parents of these students to keep informed of the needs of the temporary housing students.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_22K240_112210-085306.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 602	District 22	School Number 240	School Name Andies Hudde JHS 240
Principal Elena O'Sullivan		Assistant Principal Sheldon Noel	
Coach Kristen Brill-Murphy		Coach Krista Benfield	
Teacher/Subject Area Karen Penzell/ ELA		Guidance Counselor Melida Quioz	
Teacher/Subject Area Joseph Roland/ MATH		Parent type here	
Teacher/Subject Area Irina Maryasis/ ELA		Parent Coordinator Zoraida Clemente	
Related Service Provider Robin Horn		Other type here	
Network Leader Julia Bove		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1100	Total Number of ELLs	107	ELLs as Share of Total Student Population (%)	9.73%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here Andries Hudde I.S. 240 is located in the Flatbush section of Brooklyn, New York. This grade 6, 7, 8 middle school serves a population of over 1,100 students from culturally diverse backgrounds. According to the most recent available data the ethnic breakdown is 2.6 % White, 72.6% Black, 9% Hispanic, 13% Asian and 2.6 Other. Currently our total number of English Language Learners (ELLs) is 107 students, which is 9.75% of our total school population. The ethnic breakdown of our ELLs is as follows:

The ELL subgroup breakdown is as follows:

Total number of all ELLs	107	
Number of newcomers	78	(SIFE 11, Special Ed 2)
Number of ELLs in year s 4-6	21	(SIFE 1, Special Ed 6)
Number of long-term ELLs	8	(SIFE 0, Special Ed 4)

Entitlement to getting ESL service is based both on the LAB-R scores and spring 2010 NYSESLAT scores of the students. Intake for ELL students and their parents who are new to the country and to the New York City Department of Education begins with an interview by the school's English as a Second Language (ESL) contact. After parents have completed the Home Language Identification Survey form, an informal oral interview is conducted by the TESOL licensed ESL contact, along with an interpreter when needed. Once the interview is complete, a review of the student's progress reports from their prior school is performed to determine whether they are eligible for ESL services. During the first ten days, each student who is identified as ESL eligible will be placed in a grade appropriate ESL class until they are administered the Lab-R. By the results of their Lab-R exam, it will be determined if they should be placed in mainstream or ESL. If they are identified as ELLs, the parents will then be contacted regarding Andries Hudde open school night, where they will be given a tour of the school by bilingual teachers, and shown the Department of Education's Orientation video for Parents of English Language Learners. They will also receive an entitlement letter on school letterhead. Those who score at or above the LAB-R cut score will receive a non-entitlement letter. Those who scored proficient on the NYSESLAT will receive a non-entitlement/transition letter explaining their non-entitlement to ESL services. All other students who did not score a proficient level on the spring 2010 NYSESLAT, they will receive a continued entitlement letter. These students will continue to receive services throughout the school year, as new ESL students enroll, the ESL department will continue to provide parent orientation as needed. At the completion of the video, parents are asked to complete a Parent Survey and Program Selection Form which is collected the same day and on file in the school. Interpreters who speak the languages of the parents' who attend are available to answer questions, using funds from the translation and interpretation grant. This parent survey form helps the school determine the type of ELL program that will be offered for the 2010-2011 school year. In the past three years, parents have chosen the ESL freestanding program, which includes: self-contained, ESL pull-out and push-in models. For the 2010-2011 academic year, Andries Hudde will not have enough participants to offer a Transitional Bilingual Education (TBE) class for ELLs. Parents, who choose a bilingual program, are provided with the different options available to them, (with the assistance of an interpreter when needed) which include registering their child in a

bilingual program in another school within the district. The tendency has been that parents choose to remain at Andries Hudde, opting for our ESL program and rejecting the option of transferring to a school with a bilingual program. In the case of a Special Education student mandated by CSE to receive bilingual services, the student will be assigned a bilingual alternate placement paraprofessional who speaks the student's native language, and also receive mandated ESL services by the ESL coordinator.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	13
SIFE	12	ELLs receiving service 4-6 years	21	Long-Term (completed 6 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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>						

ESL	□78	□11	□2	□21	□1	□6	□8	□0	□4	□107
Total	□78	□11	□2	□21	□1	□6	□8	□0	□4	□107
Number of ELLs in a TBE program who are in alternate placement: <u>1</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: Asian: Hispanic/Latino:
Native American: White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	6	7					16
Chinese							0	0	1					1
Russian							0	0	3					3
Bengali							2	2	3					7
Urdu							6	0	2					8
Arabic							2	5	1					8
Haitian							15	14	19					48
French							5	5	5					15
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other														0
TOTAL	0	0	0	0	0	0	33	33	41	0	0	0	0	107

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The ELL program consists of three Freestanding ESL classes for 6th, 7th and 8th grades and ESL pull-out and ESL push-in when appropriate for all 107 ELL students. There is an ESL self-contained class for each grade. Each class is divided into three groups for all subject classes: new admits and those at the beginning level of English language proficiency, intermediates, and those who are demonstrating advanced proficiency and who will soon be placed in a mainstream class. The three Freestanding ESL classes are programmed within a portion of a school day. ESL students simulate the environment of a Junior High School as their mainstream counterpart's. Students change classes between periods similar a traditional Junior High School. Students are scheduled by grade in a heterogeneous block program model, and change classes every period to be taught by a different subject teacher. This way, students experience Junior High School and, at the same time, receive ESL subject instruction. The ESL pull-out/push-in program provides ESL services to two groups of students: students of advanced level of proficiency who are placed in mainstream classes, and students with special needs. This leveling enables the students of each group to advance at their own rate, provide them with mandated ESL services, as well as challenge them in various content areas.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The freestanding ESL program implemented in the school includes two components: both the Language Arts instructional component and the content areas components which are delivered through instruction in English using ESL methodologies.

The ESL program utilizes a modified version of the elements of the Balanced Literacy Model. Some instructional strategies used

are: read aloud, modeled talk, scaffolding, extensive use of visuals, gestures, audio-visual materials, graphic organizers, and summarizing. State certified licensed ESL teachers use QTEL methodology, the Natural Approach, CALLA, and TPR to ensure that LEP students meet the standards and pass the required 8th grade State assessments. The materials used for instruction are aligned with State and City ESL Standards.

The ESL methodologies used incorporate listening, speaking, reading, and writing which creates a comprehensive and complete English language immersion.

TESOL certified teachers teach the ESL Language Arts and TESOL certified and Non-certified teachers teach the content area classes. We have four TESOL certified teachers teaching ELLs. Currently, Andries Hudde does not have any bilingual teachers teaching ELLs. A copy of each ESL teachers' licenses and certifications are on file. These teachers teach the majority of ESL classes both in language arts and the content areas. Cooperative planning among ESL teachers, the ESL contact, assistant principal and the principal occurs during the day when teachers are available. Three of the four ESL teachers have completed the Quality Teaching for Secondary English Learners Professional Development training within their content areas. In addition, all ESL teachers will use the Natural Approach, CALLA, and TPR to ensure that ELL students meet the standards and pass the required 6th, 7th and 8th grade state assessments. Non-certified ESL teachers will be provided with professional development by a licensed TESOL teacher, for a total of ten hours for Special Education teachers and seven and a half hours for General Education teachers. ESL teachers and Assistant Principals will collaborate on which programs and materials would best suit each ESL grade and content area. The materials used for instruction will be aligned with ESL and State content area standards and ELA standards. The students will use city-mandated materials, and additional ESL materials made specifically for ELLs, for content area support. Andries Hudde will incorporate the Achieve 3000 reading program to assist ELL students in becoming proficient readers. In addition, to support their native language development, they will be supplied with dictionaries, picture dictionaries, content-specific glossaries, and translated tests. The ESL methodologies used will incorporate listening, speaking, reading and writing, which will create a holistic English language immersion. As a policy at Andries Hudde, ESL teachers will encourage students to use their native language to aid in their content learning.

Each ELL student is administered the NYSESLAT during the spring of each academic year. Once the scores are received they are evaluated to determine implications for instruction. The ESL proficiency level breakdown will be based on the spring 2010 NYSESLAT, which will be available in September 2010. In addition, the data will reflect the LAB-R test results of new ELL students to Andries Hudde. Once the data is obtained students will be grouped according to their level of English language proficiency as determined by their spring 2010 NYSESLAT scores. In September 2010, the NYSESLAT results will show the patterns in English language proficiencies in the four modalities.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development for ELL teachers and Content area teachers who teach ELLs will participate in professional developments provided by the Office of English Language Learners at Tweed. In addition, Content area Network Support Specialist will conduct residencies for all teachers in differentiated instruction and Common Core Standards. Monthly professional development will be provided by both the ELL assistant principal and the ESL pull-out teacher, where all participants will analyze student data and student performance based on ELL periodic assessments, progress reports and standards based exams, and interim assessments. In addition the Math Coach and Literacy Coach will provide professional development for ELL teachers during their common preps.

Office of English Language Learner Professional Developments provided by Tweed:
 ELL periodic assessment training- January
 Building Academic Language – January
 Language Allocation Policy training-February/Paste response to questions 1-4 here

E. Parental Involvement

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

The ESL coordinator and Parent Coordinator conduct interviews with students, parents and/or guardians at home, who would qualify as English language learners. The data is collected via the home language survey. This data helps determine if parents would need written translations of documents sent home by the school. The data is recorded and utilized throughout the year to ensure information is provided for parents regularly. Any parental concerns are addressed via parent coordinator and monthly ELL department meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							17	11	10					38
Intermediate(I)							7	9	14					30
Advanced (A)							14	12	13					39
Total	0	0	0	0	0	0	38	32	37	0	0	0	0	107

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	3	0				
	I							6	4	4				
	A							9	10	20				
	P							12	8	11				
READING/ WRITING	B							11	5	8				
	I							9	7	14				
	A							12	12	12				
	P							1	1	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6		8		11		0		4	23
7		10		7		0		0	17
8		16		8		0		0	24
NYSAA Bilingual Spe Ed								1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9		15		6		0		30
7	9		12		3		0		24
8	4		24		6		0		34
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

provided for all ELLs as required under CR Part 154. Beginner and Intermediate students will receive 360 minutes per week and for advanced students 180 minutes per week with a 180 English Language Arts. The 180 minutes of ESL will be provided by an ESL licensed teacher who either pull-out or pushes-in depending on the needs of the students, and scheduling. The majority of 6th, 7th and 8th grade students will be placed in self-contained classes and get ten periods of ESL/ELA service a week, utilizing a modified version of the elements of the Balanced Literacy Model. Advanced long-term ELL students will get five periods of ESL service and five periods of ELA in mainstream. The instruction will be provided by a licensed ESL teacher who either pull-out or pushes-in based on the school schedule. This leveling will enable the students of each group to advance at their own rate as well as challenge them in various content areas.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Andries Hudde					
District:	22	DBN:	22K240	School		332200010240

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.3	94.9	94.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.1	96.7	93.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	373	352	325	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	424	373	380		46.6	80.1	82.2
Grade 8	444	433	384				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		20	137	72
Grade 12	0	0	0				
Ungraded	5	2	4	Recent Immigrants - Total Number:			
Total	1246	1160	1093	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					19	35	19

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	58	57	Principal Suspensions	99	268	186
# in Collaborative Team Teaching (CTT) Classes	57	56	59	Superintendent Suspensions	48	45	35
Number all others	23	29	29				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	96	83	80
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	19	12
# receiving ESL services only	86	81	TBD				
# ELLs with IEPs	3	13	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	7	6	15

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	6	34	% fully licensed & permanently assigned to this school	100.0	98.8	100.0
				% more than 2 years teaching in this school	68.8	71.1	90.0
				% more than 5 years teaching anywhere	49.0	51.8	73.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	87.0	86.3
American Indian or Alaska Native	0.1	0.3	0.0	% core classes taught by "highly qualified" teachers	81.3	87.2	91.3
Black or African American	72.6	71.4	71.7				
Hispanic or Latino	9.2	10.1	12.5				
Asian or Native Hawaiian/Other Pacific	13.8	14.1	13.1				
White	3.9	3.9	2.7				
Male	51.1	51.0	51.1				
Female	48.9	49.0	48.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA:
Math: v	Math:
Science: v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	43.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf