



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ANDRIES HUDDE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K240

PRINCIPAL: ELENA S. O'SULLIVAN

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SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Elena S. O’Sullivan	*Principal or Designee	
Peter Rodrigo	*UFT Chapter Leader or Designee	
Kim Forrester-Dumont	*PA/PTA President or Designated Co-President	
Charlene Morales	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Evan Silkworth	Member/ SLT Chairperson	
Cindy Nolan	Member/ SLT Secretary	
Ismene Karvounis	Member/ Teacher	
Kim Etheridge	Member/ Teacher	
Hilary Hadar	Member/ Teacher	
Zoraida Clemente	Member/ Parent Coordinator	
Diane Joseph	Member/ Parent	
Tessa Pryce	Member/ Parent	
Jean Lombard	Member/ Parent	

Carol Walker	Member/ P arent	
Crystal Gadsden	Member/ P arent	
Deneisha White	Member/ P arent	
Simone Hardeen	Member/ P arent	
Myriam Charles	Member/ P arent	
Bernadette Beaton	Member/ P arent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To improve student performance in English Language Arts by engaging all students in a literacy task aligned to strategically selected CCLS.

- By June 2012, there will be a 6 to 8% increase in the percentage of students performing at proficiency level in English Language Arts as measured by a variety of instruments, including the STARS and CARS benchmark assessments, periodic assessments, CCLS literacy tasks, unit assessments, and the NYS exam.

Comprehensive needs assessment

- Based on the results of the spring NYS ELA test, 34% percent of our students scored at or above grade level. Of the 34% who scored a Level 3, the instruction and assessment has been designed to increase their performance to a Level 4. For the 45% who scored a Level 2 on the exam, remediation in the form of academic intervention services, as well as the extended day program, is being provided. For the 13% of our students who scored a Level 1, extensive remediation in the form of a Reading lab, as well as the extended day program, is being provided.
- There will be a 6 to 8% increase in the percentage of students performing at proficiency level in English Language Arts as measured by a variety of instruments, including the STARS and CARS benchmark assessments, periodic assessments, literacy task, unit assessments, and the NYS exam.

Instructional strategies/activities

- Teachers will review the NYC DOE CCLS bundles for ELA to analyze the expectations of the task, the rubrics, and the student work to deepen their understanding of the Chancellor's instructional expectations
 - Teachers will review the NYC DOE CCLS bundles for ELA to analyze how the units of study were developed and identify instructional strategies that will support the development of units of study and performance tasks aligned to the NYS CCLS.
 - Teachers and administrators will research, create and administer a performance task in English Language Arts for students to demonstrate their ability to read and analyze informational texts and write to inform or explain a response.
 - Teachers will collaborate to analyze results of performance tasks.
 - Teachers will use a rubric to analyze performance tasks.
 - Teachers and administrators will analyze results of performance tasks to measure student growth towards meeting the grade level NYS CCLS.
 - Teacher teams will analyze student work for patterns and trends to inform instructional decisions.
 - Teachers will use the results of the performance assessment to adjust curriculum maps and teaching to move students towards meeting the requirements of the NYS CCLS.
 - Cycles of formative assessments of teacher instructional practices will be conducted to improve pedagogy and student learning.
 - Additional resources for classroom libraries (leveled text, nonfiction, and CCLS recommended literature) will be funded to support the implementation of the NYS CCLS.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation

Timeline:

September 2011- June 2012

Strategies to increase parental involvement

- There are opportunities and workshops for parents to help work with their children to improve academics and character.
- We have maintained a Parent Coordinator to help facilitate communication between school staff and parents.
- Keep lines of communication open, especially with our parents of English language Learners, between school officials and parents in regards to upcoming school events and academic progress with school flyers, workshops, school phone messenger, and SLT/PA meetings.
- Hold annual events such as Literacy Night.
- Encourage participation in School Leadership and PA meetings.
- Provide written and verbal progress reports to parents on a frequent basis to keep parents informed about their child's academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- One hundred percent of our English Language Arts teachers are highly qualified based on the results of the BEDS survey.
- Frequent cycles of informal observations provide information for planning professional development to support targeted instructional needs.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- The Literacy Coach and the teachers of the ELA Department have developed the curriculum map and unit plans. The ELA Department has included additional resources for classroom libraries for leveled text and nonfiction books.
- Teachers meet collaboratively in teams in both department and grade meetings to plan instruction and analyze student work.

Budget and resources alignment

- We hold an annual Title 1 Parent Curriculum Conference and ensure that funds are used appropriately.
- Tax levy fair student funding
- Tax levy Children's First Network
- Title I School Wide Program
- Contract for Excellence FY '09
- ARRA RTTT Citywide Inst Exp
- ARRA RTTT Data Specialist
- NYSTL (software, hardware, Library and textbooks)
- Tax Levy Parent Coordinator
- Tax Levy IEP Teacher
- Tax Levy FY '09 , C4e and CTT
- Tax Levy Legacy teacher supplement

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To strengthen curriculum in Mathematics in order to prepare all students for the rigorous performance expectations as specified in the NYS CCLS.

- By June 2012, 100% of the students will engage in at least one cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. As measured by fall performance tasks to spring performance tasks to show increase of student performance.

Comprehensive needs assessment:

- Based on the results of the spring NYS Mathematics test, 57% of our students scored at or above grade level. Of the 38% who scored a Level 3, the instruction and assessment will be designed to increase their performance to a Level 4. Thirty-eight percent scored a Level 2 on the exam. Since this is below grade level, remediation in the form of academic intervention services, as well as the extended day program, will be provided. Eight and a half percent of our students scored far below grade level. Students in this category receive extensive remediation in the form of Math technology labs, as well as the extended day program.
- One hundred percent of all students will engage in at least one cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Instructional strategies/activities

- Teachers will review the NYC DOE CCLS bundles for math to analyze the expectations of the task, the rubrics, and the student work to deepen their understanding of the Chancellor's instructional expectations.
- Teachers will review the NYC DOE CCLS bundles for math to analyze how the units of study were developed and identify instructional strategies that will support the development of units of study and performance tasks aligned to the NYS CCLS.
- Teachers and administrators will research, create and administer a performance task in math for students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind viable solutions.
- Performance task will be administered at least twice in the fall and spring to measure student growth.
- Teachers and administrators will analyze results of performance tasks to measure student growth towards meeting the grade level NYS CCLS.
- Teachers will use a rubric to analyze performance tasks to standardize assessment.
- Teachers will collaborate to analyze results of performance tasks in team meetings.
- Teachers will use the results of the performance assessment to adjust curriculum maps and teaching to move students towards meeting the requirements of the NYS CCLS.
- Frequent cycles of informal observations provide information to monitor the alignment of instruction to the CCLS.

Timeline:

September 2011- June 2012

Strategies to increase parental involvement

- There are opportunities and workshops for parents to help work with their children to improve academics and character.
- We have maintained a Parent Coordinator to help facilitate communication between school staff and parents.
- Keep lines of communication open, especially with our parents of English language Learners, between school officials and parents in regards to upcoming school events and academic progress with school flyers, workshops, school phone messenger, and SLT/PA meetings.
- Hold annual events such as Math Night.
- Encourage participation in School Leadership and PA meetings.
- Provide written and verbal progress reports to parents on a frequent basis to keep parents informed about their child's academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- One hundred percent of our Math teachers are highly qualified based on the results of the BEDS survey.
- Frequent cycles of informal observations provide information to monitor the alignment of instruction to the CCLS.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what is working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like.

Service and program coordination

- The Math Coach, in conjunction with the teachers of the Math Department, created the Math curriculum map, which included separate units of study. Each unit included their individual assessments and performance tasks.
- Teachers meet collaboratively in teams in both department and grade meetings to plan instruction and analyze student work.

BUDGET AND RESOURCES ALIGNMENT

- TAX LEVY FAIR STUDENT FUNDING
- TITLE I SCHOOL WIDE PROGRAMS
- TAX LEVY FSF LEGACY TEACHER SUPPLEMENT
- TAX LEVY IEP TEACHER
- CONTRACT FOR EXCELLENCE FY'09
- NYSTL SOFTWARE AND TEXTBOOKS
- TAX LEVY PARENT COORDINATOR
- ARRA RTTT CITYWIDE INST EXP
- ARRA RTTT DATA SPECIALIST

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, there will be a 6 to 8% increase in the percentage of the populations of the ELL students (101) and the students with disabilities (230) performing at proficiency level in math as measured by the periodic assessments, CCLS tasks, unit exams, and the New York State exams including the NYSAA.

Comprehensive needs assessment

- Based on the results of the spring NYS Mathematics test, 8% of the ELL students and 33% of the students with disabilities scored at or above grade level. Of the 41% (combined populations) who scored a Level 3, the instruction and assessment will be designed to increase their performance to a Level 4.
- Ninety-nine percent (combined populations) scored a Level 2 on the exam. Since this is below grade level, remediation in the form of academic intervention services, as well as the extended day program, will be provided. Eighty three percent (combined populations) of our students scored far below grade level. Students in this category receive extensive remediation in the form of Math technology labs, as well as the extended day program. In addition, the ELL students receive Title III services.
- NYStart information indicates that these subgroups did not meet AYP 2010-2011

Instructional strategies/activities

- Special Education and ELL teachers are working with grade appropriate content area teachers to ensure the development of standards-based units and assessment practices.
- Students with disabilities, including 16 English language learners with disabilities will participate in targeted Math support using the math lab's computer technology programs to reinforce concept and skill development on topics that are aligned to each unit.
- Special Education and ELL teachers are analyzing student work and implementing data driven instructional practices from the NYS CCLS to support the development of units and performance tasks.
- Universal Design for Learning (UDL) training for teachers will support pedagogy to more effectively improve student performance and outcomes.
- Special education and ELL teachers will receive professional support to improve their content knowledge and instructional practices. This will take place through school-based workshops, network professional development sessions and on-site coaching and modeling.
- Professional development in strategies to develop academic vocabulary for ELL and Special Ed students.

Timeline:

September 2011- June 2012

Strategies to increase parental involvement

- There are opportunities and workshops for parents to help work with their children to improve academics and character.
- We have maintained a Parent Coordinator to help facilitate communication between school staff and parents.
- Keep lines of communication open, especially with our parents of English language Learners, between school officials and parents in regards to upcoming school events and academic progress with school flyers, workshops, school phone messenger, and SLT/PA meetings.
- Hold annual events such as Math and Literacy Night.
- Encourage participation in School Leadership and PA meetings.
- Provide written and verbal progress reports to parents on a frequent basis to keep parents informed about their child's academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100 percent of our ELL teachers and Special Ed teachers are highly qualified on the results of the BEDS survey.
- Frequent cycles of informal observations provide information for planning professional development to support targeted instructional needs.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like.

Service and program coordination

- The ELL teachers have the Achieve 3000 Program.
- Professional Development on-site coaching for Universal Design for Learning (UDL) by network achievement coach. The UDL approach will assist teachers in lesson planning, instructional, and assessment practices that will better support student learning.
- An ELL staff developer supports all the ELL classes.

Budget and resources alignment

- Title III LEP
- Tax Levy Fair Student Funding
- NYSTL Textbooks and Library
- Title I Translation School Wide Programs
- Title I School Wide Programs
- Tax Levy Parent Coordinator
- Tax Levy summer school shared
- Tax Levy Translation School Wide Programs
- ARRA RTTT City Wide Inst Exp
- ARRA RTTT Data Specialist

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	81	83	21	23	0	2	1	2
7	132	137	38	36	4	1	3	1
8	131	129	52	55	52	0	2	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students are assessed based on recommendation of the classroom teachers. Assessments that are used in this stage include the CARS (comprehensive assessment of reading strategies), reading records, sight vocabulary lists, reading inventory test (to determine Lexile level), on demand writing sample, learning styles questionnaire, and reading and writing surveys.</p> <p>Programs currently being used for targeted intervention:</p> <p><u>Achieve3000</u> – provides a web-based, individualized learning situation, scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. High interest topics for an entire class, scientifically matched to each student’s individual Lexile reading level. One-on-one support uses technology to help each student progress towards reading and writing proficiency. One click reporting and management allow teachers to use performance data to inform instruction.</p> <p><u>Soliloquy</u> - uses quality reading material that is suppose to engage students. Soliloquy Learning is a research based program that empowers students not just to learn to read, but to read to learn. By harnessing the interactive potential of speech recognition technologies, <i>Soliloquy Reading Assistant</i> aims to put literacy within reach of all students.</p> <p><u>CARS</u> – (Comprehensive Assessment of Reading Strategies) – diagnostic reading series used to identify and assess a student’s level of mastery for each of 12 reading strategies.</p> <p><u>STARS</u> – (Strategies to Achieve Reading Success) – used to help students become successful readers and meet New York Performance Indicators. It is also aligned to New York’s Core and Grade-Specific Performance Indicators for Reading. Used to teach students effective reading comprehension strategies.</p> <p><u>37 ½ Minutes</u> - (extended day) – Teachers are using a variety of resources that are specifically selected to target areas of weakness of the individual student.</p>

<p>Mathematics</p>	<p>Students are assessed based on recommendation of the classroom teachers. The assessment used is the Performance Series online to determine their particular areas of strengths and weaknesses. This report is used in conjunction with ARIS assessment detail report of the child.</p> <ul style="list-style-type: none"> • The format of intervention is as follows: 1) small group pullout where remediation is done via technology to target specific areas of weaknesses, 2) Math labs for Special Ed classes, at least twice per month, 3) Math labs for ELL pullout groups • 37 ½ minutes (extended day) – Teachers are using a variety of resources that are specifically target areas of weakness of the individual student.
<p>Science</p>	<p>Science teachers have worked collaboratively to create learning tasks, activities and content specific plans for the units appropriate to the grade specific spiraling curriculum. The teachers will utilize visual aids, creative projects and hands on activities to link concrete and abstract understanding during laboratory activity days. Students are grouped based on their strengths and weaknesses and those selected students, who need further remediation, will receive an extensive academic program throughout the school year.</p>
<p>Social Studies</p>	<p>Social Studies teachers are working collaboratively to write curriculum maps, which reflect the grade specific units of study and support the implementation of the CCLS for Literacy in the content area of History. The teachers are ensuring that the content is taught to all classes on the grade. Within each unit are opportunities for students to demonstrate their understanding of the curriculum through a variety of formative assessments. Students are continually assessed and grouped based on their strengths and weaknesses. Students who are in need of further remediation are provided on-going opportunities to meet with the teachers both during the school day (lunch periods), as well as during the extended day period of instruction.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>The guidance counselors provide our students with strategies to use when confronted with academic, social, personal and emotional struggles. The counseling sessions are 1:1 and/or small-group based, and resolves the many conflicts that arise between students, parents, teachers and the school community. During the school day, the counselors meet with the teachers, students and/or their families in order to foster a collaborative relationship within the school environment.</p>

<p>At-risk Services provided by the School Psychologist</p>	<p>The school psychologist's role is to provide support to students that have difficulties coping with the pressure of family, friends and academics. During the school day, the main focus is the 6th grade students who struggle to transition from the elementary school to middle school.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>During the school day, the social worker works with both mandated and non-mandated students to provide social and emotional support for adolescent struggles. Our social worker also meets with parents of students to conduct a social history of the family life in order to obtain consent for an evaluation for special education services.</p>
<p>At-risk Health-related Services</p>	<p>We have one student at risk for health related services and three students that have mandated IEP Health Paraprofessionals. These paraprofessionals monitor student health, well being and academic progress as students deal with the daily school schedule.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

The goal of Hudde'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 to foster an environment that is conducive to life-long learning achievement.

Our school will support this, help increase, and improve parent involvement and school quality by:

- Provide opportunities and workshops for parents to help work with their children to improve their academics and character.
- Maintain a Parent Coordinator to help facilitate communication between school staff and parents
- Keep lines of communication open, especially with our parents of English Language Learners, between school officials and parents in regards to upcoming school events and academic progress through the use of school flyers, workshops, school phone messenger, and SLT/PA meetings.
- Translate school documents and provide interpretation services to all parents who request information in another language.

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

- Hold an annual Title 1 Parent Curriculum Conference and ensure that funds are used appropriately.
- Hold annual events such as Literacy, Math night, various parent workshops and the annual Hudde BBQ
- Encourage participation in School Leadership Teams and PA Meetings
- Provide written and verbal progress reports to parents on a frequent basis to keep parents informed about their child's academic progress

School-Parent Compact

Our school, in compliance with Section 1118 of Title 1, of the No Child Left Behind Act, is implementing the school-parent compact to help strengthen the school/family connection and help support student growth and development.

1. School Responsibilities:

We will provide high quality curriculum and instruction consistent with the latest State Standards delivered by qualified and trained teachers to help ensure all children meet the State's criteria by:

:

- a. Implement a curriculum aligned to the Common Core State Learning Standards; offering high quality instruction in all areas.
- b. Use academic time effectively
- c. Respect cultural, racial and ethnic differences through the use of PBIS, Dare to Dream and the Respect for All programs

We will further support home-school relationships and improve communication by:

- a. Conducting parent-teacher conferences each semester
- b. Arranging additional meetings at flexible times such as mornings and afterschool to help remain in constant written and verbal contact with the parent to help inform them of academic progress
- c. Convening an annual Title 1 Parent Curriculum Conference before December 1st of each school year
- d. Respecting the rights of limited English proficient families for translated documents and interpretation services when requested
- e. Involving parents in the planning process to review, evaluate and improve the existing Title 1 programs, the Parent Involvement policy and this Compact and ensure that access to these documents are available.

Provide parents reasonable access to staff by:

- a. Ensuring that the staff will have access to interpretation services to effectively communicate with all parents
- b. Notifying parents of procedures to arrange appointments
- c. Arranging opportunities for parents to receive training, volunteer at school, or to participate and observe classroom activities

Provide general support to parents by:

- a. Creating a safe and supportive learning community for all students and their families
- b. Assisting parents in understanding academic achievement standards and assessments, as well as how to monitor student progress and communicate the best practices for effective communication, collaboration and partnering with members of the school community
- c. Supporting parental ideas and involvement activities that are presented by parents
- d. Ensuring that the Title 1 funds allocated for parental involvement are used appropriately and to implement ideas brought forth in this Compact and the Parent Involvement Policy
- e. Advising parents of their right to file a complaint under the Department's General Complain Procedures and consistent with the No Child Left Behind Title 1 requirement of Elementary Secondary Education Act and Title 1 programs

2. Parent/Guardian Responsibilities

- a. Monitor my child's attendance and ensure that my child arrives to school on time; notify school properly when my child is absent
- b. Ensure my child comes to school well- rested
- c. Check and assist my child in completing homework tasks
- d. Reinforce morals and manners repeatedly to teach proper behavior when my child is out of my presence
- e. Read/discuss what my child is reading at a minimum of 20 minutes a day
- f. Set limits to the amount of time my child watches television, uses technology and social media sites, and/or plays video games
- g. Promote positive use of extracurricular time such as extended day, sports, CHAMPS Clubs, and the Explorers Program
- h. Participate and volunteer as much as I can in events and decisions that relate to my child's education such as the parent workshops, PA meetings, and respond to surveys and notices when requested
- i. Communicate with the teachers and school to stay informed about the education of my child to help share responsibility for my child's academic achievements

3. Student Responsibilities:

- a. Attend school regularly and on time
- b. Complete and submit all assigned work on time
- c. Practice time management and organization skills
- d. Follow the school rules and be responsible for my actions
- e. Practice good manners and morals in and out of school
- f. Show respect for myself, other people and property
- g. Try to resolve disagreements or conflicts peacefully
- h. Ask for help from teachers/counselors and staff when needed
- i. Always try my best to learn

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 22K240 **School Name:** Andries Hudde Junior High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Andries Hudde Junior High was identified as a school in need of improvement, by the State, since our English Language Learners did not meet the AYP on the NYS test in both Mathematics and English Language Arts. Additionally, our population of students with disabilities did not meet the AYP on the English Language Arts Test.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will implement a three hour Saturday Program for academic assistance to Students with Disabilities and English Language Learners in the areas of mathematics and Language Arts. This ten week program will focus on the individual needs of the students. Highly qualified teachers in the areas of language arts, math, special education and English as a second language will teach in the Saturday program. Additionally, extra support has been given to the teachers of students with disabilities and English Language Learners in the form of Professional Development and reduced class size. Students in the lowest level in mathematics on the sixth grade receive remediation in the ratio of 6(students) to 1(teacher) three times a week. A Software program (Achieve 3000) was purchased for the English Language Learners. This program includes differentiated lessons and activities designed to meet the needs of all students in the program. It also includes two days of professional development for the teachers. A laptop is designated for the three self contained English Language Learner classrooms. Laptop carts were also purchased for the reading and math labs which are used by students with disabilities.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Our school has a full time literacy and a full time math coach funded by Title I. Ongoing staff development is provided to the teachers of students with disabilities and English Language Learners. Data from the sub groups is collected and analyzed by the coaches. They meet with the teachers to develop strategies to meet the needs of our targeted population. Unit plans which are aligned with the Common Core Standards were designed by the teachers in the math and Language Arts departments include strategies for meeting the needs of English Language Learners and students with disabilities. The coaches assist the teachers of students with disabilities

and English Language learners implementing these units by emphasizing the content area as well as using strategies to meet the needs of these students. Additionally, the Assistant Principal for Students with Special Needs is partially funded with Title I. This assistant principal provides professional development in the areas of using data to drive instruction, implementing student IEP's, classroom management and modeling lessons.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Professional development is provided by Network 602 in the areas of Universal Design for Learning, Classroom Management, Looking at Student Work, Curriculum Mapping, Writing Quality IEP's, Analyzing NYSESLAT Data, Best Practices of Integrated Co-Teaching and Common Core Standards.

Professional Development is provided in the areas of differentiated activities, classroom management, unit planning, data analysis, and lesson planning by the assistant principals and coaches.

Selected teachers are mentored by the data specialist, math coach, literacy coach, English Language Learner coordinator and the gifted coordinator.

The English Language Learner coordinator provides ongoing Professional Development to all teachers in the areas of utilizing ELL strategies in all content areas.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A letter will inform the parents of our students. This letter will be provided in different languages.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Julia Bove	District 22	Borough Brooklyn	School Number 240
School Name Andries Hudde JHS			

B. Language Allocation Policy Team Composition [?](#)

Principal Elena O'Sullivan	Assistant Principal Margaret Graves
Coach Kristen Murphy	Coach Christa Benfield
ESL Teacher Robin Horn	Guidance Counselor Melida Quiroz
Teacher/Subject Area Evan Silkworth ELA/DATA	Parent Kim Forrester-Dumont
Teacher/Subject Area Joseph Roland/MATH/Science	Parent Coordinator Zoraida Clemente
Related Service Provider Hilary Hadar	Other
Network Leader Julia Bove	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1038	Total Number of ELLs	101	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. 

1. At Andries Hudde JHS 240, we recognize and appreciate that our parents play a key role in determining the program that best matches the academic and cultural needs of their child. We continually look forward to working with our parents to make important decisions regarding each and every child's education.

As new students come with their parents to enroll in the school, they are greeted by Pupil Accounting Secretary, Rosemarie Fischetti. Ms. Fischetti then calls upon trained ESL licensed pedagogue Robin Horn (ESL Coordinator) to conduct the informal interview in English.

The initial identification process begins with the Home Language Identification Survey and an informal interview by licensed ESL Coordinator, Robin Horn. This survey helps our school identify students who may have limited English language proficiency. Parents are provided with a HLIS in their native language when necessary and an interpreter is called upon if needed. A copy of the HLIS for each student is kept on file in the ESL Coordinator's office (Robin Horn) in a locked cabinet, and the original is placed in the student's cumulative folder. Parents will also be provided with a Parents' Preferred Language Form in order to facilitate future communications.

Once the interview is complete, the ESL licensed coordinator, Robin Horn, writes on the HLIS form whether to determine whether students are eligible for LAB-R testing. Within ten days each student who is identified as Lab-R eligible will be administered the Lab-R by licensed ESL Coordinator, Robin Horn. A student is considered Lab-R eligible and a possible ELL when 1 or more answers on questions #1-4 are a language other than English, and when 2 or more answers to questions #5-8 are a language other than English. If a student scores at or below Lab-R cut score, they are entitled to ESL services.

2. If students are identified as ELLs, the parents are immediately encouraged to stay to watch the New York City Department of Education online Parent Orientation video. Ms. Horn, licensed ESL Coordinator, will facilitate the viewing of this video. The video explains the three important parent choices for instructional programs offered by the city of New York: Transitional Bilingual, Dual Language, and Freestanding ESL. If parents can not stay at this time, they will be provided with a scheduled appointment within ten days of enrollment. Ms. Horn, licensed ESL Coordinator will ensure that before parents leave, they understand all programs offered by the Department of Education.

After viewing the video, parents are asked to complete a Parent Survey and Program Selection Form which is collected the same day and kept on file at the school. Interpreters are available to assist with questions. The parent survey form helps the school determine the type of ELL instructional program that will be offered for the school year. It has been a trend in the past three years that parents have chosen the ESL freestanding program, which includes: self-contained, ESL pull-out and push-in models. For the 2011-2012 academic year, Andries Hudde will not have enough participants to offer a Transitional Bilingual Education (TBE) class for English Language Learners. In an effort to build alignment between parent choice and program offerings, we continually monitor the

requests of parents and the number of possible participants in a TBE program. If the parents of 15 students on the same grade or contiguous grades request TBE, a class would be formed. It has, however, been the trend that parents opt for our Freestanding ESL program. Parents who choose a bilingual program are provided with the different options which include registering their child in a bilingual program in another school within the district. Students with special needs, mandated by CSE to receive bilingual services, will be assigned a bilingual alternate placement paraprofessional who speaks the student's native language. He/she will also receive mandated ESL services by the ESL coordinator. Entitlement to ESL service is based both on the LAB-R scores and Spring 2011 NYSESLAT scores.

Provisions are made for parents who are unable to attend scheduled orientations. The ESL Coordinator, Robin Horn, will conduct a phone orientation (using translators) to ensure that parents are well informed as to the instructional programs that are available.

3. Students who are entitled to ESL services will receive an entitlement letter on school letterhead. Those who scored above the LAB-R cut score will receive a non-entitlement letter. Any student receiving a non entitlement letter will be placed in a mainstream program. The letters are distributed via the students to the parents. A copy of the letter is also mailed to the parent. Copies of the letters are then stored in the office of the ESL Coordinator. Parents are given the opportunity to contact the school to discuss the entitlement and non entitlement letters with the ESL Coordinator, Assistant Principal, and the Parent Coordinator. Interpreters are provided when necessary.

4. In the Spring semester of each year, English Language Learners are administered all four parts of the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor growth and achievement of English language ability. If they receive a passing score they will be placed in mainstream classes. The ESL department reviews the NYSESLAT score annually once they are released in September. Both the RNMR and RLAT test results printed from ATS are reviewed to determine which students scored proficient and which students moved at least one proficiency level within two consecutive years. From this information, the ESL department creates each student's program and decides what additional academic interventions and supports they may need. Those who score proficient on the NYSESLAT will receive a non-entitlement/transition letter explaining their non-entitlement to ESL services, and will continue to receive up to 2 years of language support. All other students who did not score a proficient level on the spring NYSESLAT, will receive a continued entitlement letter. These students will continue to receive ESL services throughout the school year.

5. It had been the trend over the past 3 years that parents opt for our Freestanding ESL program. In the past three years, Andries Hudde has offered a 6th, 7th and 8th grade ESL Freestanding Program.

6. In an effort to build alignment between parent choice and program offerings, we continually monitor the requests of parents and the number of possible participants in a Transitional Bilingual or Dual Language program. If the parents of fifteen students on the same grade or contiguous grades request a bilingual class model, a class would be formed. It has, however, been the trend that parents opt for our Freestanding ESL program. Parents who choose a bilingual program are provided with the different options which include registering their child in a bilingual program in another school within the district.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	0	0					0
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained							19	28	25					72
Push-In							8	5	16					29
Total	0	0	0	0	0	0	27	33	41	0	0	0	0	101

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	70	Special Education	16
SIFE	25	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	9

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	70	22	4	22	2	8	9	1	4	101
Total	70	22	4	22	2	8	9	1	4	101

Number of ELLs in a TBE program who are in alternate placement:

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

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
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 L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
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):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	3	12					21
Chinese							0	0	0					0
Russian							3	1	0					4
Bengali							2	5	3					10
Urdu							2	5	3					10
Arabic							1	4	2					7
Haitian							10	8	13					31
French							3	6	6					15
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	1					1
Other							0	1	1					2
TOTAL	0	0	0	0	0	0	27	33	41	0	0	0	0	101

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1. ESL and content area instruction are delivered within Freestanding ESL 6th, 7th, and 8th grade classes. All three self contained classes are taught by licensed ESL pedagogues. Teachers are departmentalized according to their qualifications. In addition, ELL students with advanced level skills, students with special needs, and students identified as in need of extension of services receive mandated instruction from our ESL Coordinator. These students receive mandated 180 and 360 minutes within a push-in and pull-out model. There are eight periods in each school day, of that ESL methodologies are incorporated into all content areas with the exception of physical education and related arts. In doing so, students of varying abilities receive more than their mandated 180 and 360 mandated minutes of ESL instruction daily. The block classes are heterogeneously mixed. Students change subject area classes and travel throughout the school and classrooms similarly to their mainstream counterparts. Instruction of ELLs is cognitively challenging and information learned is scaffolded so as to ensure the students' success. Learning is organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students work in within flexible groups, which affords them the opportunity to see other learning styles in problem solving while developing an appreciation for each person's contribution to the group. Instruction is differentiated for each ELL sub group. Modes of differentiation include tiered assignments, use of different modalities, use of visual and listening aides as well as a wide variety of books aimed at benefiting beginner, intermediate and advanced level ELL students.

2. In providing English Language Learners with licensed ESL teachers for all content area instruction (English Language Arts/ESL- 2 periods daily, Math-1 period daily, Science 1-period daily, Social Studies- 1 period daily) students of beginning, intermediate and advanced levels exceed the mandated 180/360 minutes of ESL instruction daily. Students identified for our Push- In/ Pull-Out program receive the mandated 360 minutes of instruction for Beginner and Intermediate levels, and 180 minutes for Advanced level students. All classes are taught utilizing ESL methodologies. 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.

3. Throughout all the content areas; Science, Math, Social Studies and ELA/ESL the instructional approaches used are: modified balanced literacy, scaffolding, extensive use of visuals, gestures, audio-visual materials, graphic organizers, hands-on materials and computer technology. State certified licensed ESL teachers use QTEL methodology, the Natural Approach, CALLA, and TPR to ensure that LEP students meet the standards and achieve at high levels on assessments. The materials used for instruction are aligned with the New York State and City ESL Standards. We are working towards alignment with the Common Core Curriculum. In our varied approaches and methods, subject area content is made comprehensible to enrich language development.

4. The Achieve 3000 program offers student enrichment and evaluation in Spanish and Haitian Creole. Students speaking these languages will be offered support through this program.

5. Native language support is delivered in our ESL program in a variety of ways. Our bilingual staff works collaboratively with students to support their native language. Bilingual libraries including the Longman series of bilingual picture dictionaries and translated versions of computer programs are available. Translated copies of New York State exams as well as bilingual dictionaries are readily available to our ELLs. ESL Educators at Andries Hudde will incorporate the Achieve 3000 program to assist ELL students in becoming proficient readers, and individualize reading instruction. Achieve 3000 is computer based, non-fiction literacy differentiation program. Each student is provided a laptop. The focus of the program is to individualize non-fiction reading passages to meet the needs of all students of varying levels. All ELL students are provided with this additional literacy support in order to improve student outcomes. In addition, teachers of ELL classes differentiate instruction using a variety of methods. Teachers group students both homogeneously and heterogeneously for lessons. They use data from a variety of sources to write and implement their lesson plans to meet the needs of individual students.

The school's policy for SIFE students is to inform their parents and all ESL and non-ESL teachers, and create an individualized student 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. Achieve 3000, will be used for additional reading support. For students who speak Urdu, Arabic, and Chinese, additional native language support comes in the form of NYC department glossaries for the content areas and language to language dictionaries. Students are provided a bilingual buddy, when possible to provide extra support. For students who are not identified as needing academic intervention, will be offered tutoring through Title III, AIS, and after school 37.5 program. During the program they will also use the Achieve 3000. 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.

6. Licensed and trained Special Education teachers work with our licensed and trained TESOL to deliver instruction to all ELL Special Education students using a wide variety of instructional strategies as well as grade level materials. Our TESOL pushes into Special

A. Programming and Scheduling Information

Education Classes and provides instruction within flexible groups along with the classroom Special Educator. They work together to identify the specific needs of every student and collaborate on plans in accordance with the child's IEP to ensure each child is meeting his/her academic goals. Special Education students who are identified as ELLs on their IEPs are placed in the appropriate Special Education classroom and are pulled-out and/or pushed in by an ESL certified teacher for their mandated time of ESL instruction; for beginner and intermediate students they will receive 360 minutes a week of ESL, and advanced students will receive 180 minutes of ESL with 180 minutes of ELA. When necessary, students who are ELLs in need of Special Services will be evaluated by our team of Specialists who (with the parents) will decide the best program for the student within the Least Restrictive Environment. Our school purchased Achieve 3000 as an intervention program with native language support, for students whose native languages are Spanish and Haitian-Creole. For those students who speak Urdu, Arabic, Chinese their native language support comes in the form of NYC department glossaries for the content areas and language to language dictionaries. Students are paired with a peer who speaks the same language in an effort to provide extra support. During the program they will also use the Achieve 3000. 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 for additional support.

7. There are a variety of Special class programs available at our school. When the School Based Support Team along with the parents of ELL students...

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
he/she will participate in the mainstream mathematics class while receiving the majority of the day's lessons in his/her Special Class. In doing so, we can best meet the needs of all students.	100%	75%	25%
Andries Hudde uses curricular, instructional and s	50%	25%	25%
Special Education Guidance Counselor, A. Adderley- Speech Service Provider, J. Kurant- Speech Service Provider, S. Fried- Psychologist, and K. Byrd- Assistant Principal	100%	75%	25%
properly meet the needs of our ELL-SWDs. Teaching allows us to provide the services that meet the crit	50%	25%	25%
The patterns regarding 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	100%	75%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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. Throughout all the content areas; Science, Math, Social Studies and ESL/ESL the instructional strategies used are: read alouds,

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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9. ELL students reaching proficiency on the NYSESLAT will receive transitional support for two years from our TESOL. They will receive testing modifications for all New York State Exams and City Assessments. Specifically, all former ELLs are identified early in the school year. The names are provided to all teachers. Students are then provided with time and a half on all New York State/New York City exams. Our TESOL will ensure that all students are invited to participate in our after-school Title III Academy. In addition, she will ensure that families continue to receive mailings that are translated according to native languages spoken at home.

10. With our goal to improve student outcomes for ELL students, we purchased 100 user accounts for the Achieve3000 literacy support program this year. Teachers have been trained and will continue their training on how to utilize the data obtained in this program to better align instructional practices with student outcomes. Looking towards the future, if this program succeeds in furthering students' ability in their content areas, we will certainly consider opting to purchase it for the upcoming school year.

11. As we continually strive to support our ELL students in all content areas of instruction, there are no programs being discontinued this school year.

12. In programming our ELL students, we offer all the same opportunities to ELLs that we do their English only speaking counterparts. They therefore are ensured equal access to all school programs. Within all school programs, ELL students are programmed to receive: ELA, Math, Science, Social Studies, Health, Art, Music, Gym, Computers, and Lunch. In addition, students are supported after-school through our 37.5 minute tutorial 10:1 program. Here, students have an opportunity to work in smaller groups on promotional projects. ELL students are also involved in our Title III Academy. This program takes place after the 37.5 minute program for an extra hour per day of support in literacy, mathematics and science. Here, it is our rationale that if students are provided with additional time and support across all curriculum areas they will advance academically. Students will have an opportunity to utilize a variety of books and materials throughout this program. They will also have an opportunity to utilize Achieve 3000 to improve literacy skills.

13. Our ELL classes use a wide range of instructional materials to support learning. In addition, our three ELL classes share a lap-top cart for student use within the classrooms. These laptops are used to enhance and enrich classroom instruction. In addition, these lap-tops are used within the Achieve 3000 literacy differentiation program. Students may log into their accounts from any class within the ELL Department. In addition, computer technology is offered to our classes within the Computer Related Arts program as well as through daily and weekly visits to the school library. Our ELL classrooms are also equipped with state of the art SmartBoard technology which is used to

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Courses Taught in Languages Other than English 

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

Math:

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.

1. There are currently four teachers of English Language Learners at Hudde JHS 240. Professional Development for our teachers will take place in a variety of formal and informal ways according to teacher's individual needs. In weekly meetings with the Assistant Principal of the ESL Department, assessment of teachers' needs will take place. Training on Achieve 3000 will take place formally. Teacher programs are covered while they meet with Staff Developers from the program. Achieve 3000 training will also take place within the classrooms. In addition, teachers will be encouraged to participate in training sessions offered by the Network as well. Throughout a variety of both formal and informal observations, the Assistant Principal will guide the development of the ELL teachers. In the pre and post observation conferences, professional development strategies will be discussed. Monthly meetings will take place within the content area departments to further assist our ELL teachers. ELL teachers are sent to workshops both within the ELL Department, and through the Office of English Language Learners. They are then expected to turn-key this critical information with their peers. Opportunities to do so are provided through weekly and monthly meetings of the ESL Department. Intervisitations will take place within the school so as to develop particular skills that teachers need. In addition, when necessary, visits to similar Intermediate Schools within the Network will also take place. Additionally, Special Education teachers, our school psychologist, our occupational/physical therapists, secretaries and parent coordinator receive training from our ELL Coordinator, Robin Horn. This training is an overview of compliances mandates, background information on ESL theories, ESL methodologies, and sensitivity training.

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 for ELL teachers and Content area teachers who teach ELLs will participate in professional developments provided by the Office of English Language Learners. 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. To ensure that all staff are in ELL compliance, the ESL teacher attends a variety of Professional Development seminars and turn-keys that information to staff members throughout the minimal 7.5 hours of training required (10 hours for Special Educators).

2. In transitioning from Elementary to Middle School, we offer a wide range of support to assist our ELL students. When students are in the 5th grade of Elementary School, we offer an Orientation Session for parents and students within our Open House Program. Here, students and parents are provided an opportunity to ask questions and meet key staff members from the school. They are provided information regarding the programs offered at the school. When they enter the school, the Assistant Principal, Dean and Guidance Counselor as well as their teachers meet within grade assemblies and lunch periods to inform and support students with their transition to Junior High School. Students transitioning from middle school to high school attend a variety of High School Informational Meetings with their parents. The Guidance Counselor as well as the Assistant Principal and Dean track student progress in terms of promotional criteria necessary for graduation. In addition to students, our staff members (teachers, parent coordinator, etc) are supported by school leadership and guidance counselors through weekly and monthly professional development meetings. Our Guidance Counselors are sent to a variety of professional development workshops within our network to provide training in order to assist ELLs as they transition from one school level to another

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3. The 7.5 of ELL training for all staff members takes place within our September Professional Development Days, Election Day Professional Development Day, Brooklyn/Queens day and after school through our Title III Program. Here, teachers are provided with strategies to assist them with English Language Learners as well as long term ELLs and SIFE students within their program. They are developed in ESL teaching methodologies. They are provided with data as it relates to individual students in their class. They are also provided with compliance information. The records are maintained through Attendance Sheets that are kept in Robin Horn, ESL Coordinator's office.

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?

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and overall culture of the school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at Hudde Junior High School. We have an open door policy at the school, so parents know they are always welcome. Written information about classroom assignments, goals, assessments and school events are translated to the best of our ability. The ESL licensed coordinator, with the assistance of the Parent Coordinator will conduct interviews with students, parents and/or guardians 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 or monthly ELL department meetings. Additionally, curriculum based parent workshops are provided periodically. The workshops provide parents the opportunity to become familiar with school curriculum, culture and activities provided for all students including ELLs. During these workshops the parents are given the opportunity discuss any concerns and evaluate instructional based programs. At Andries Hudde, monthly Parent Association meeting are also conducted. Parents are also given the opportunity to have their concerns addressed. A monthly calendar of meetings are provided to parents in a variety of languages. We have seen an increase of ELL parent involvement at our many school events, Parents' Association meetings and as well as parents feeling comfortable to reach out to us anytime when there is a concern they may have with their child. ELL parents have come into the school and have been accommodated with translations, mostly through our diverse staffing. Parents take advantage of our open door policy and come to sit in classes to observe the atmosphere of their child's classrooms.

2.

The school currently partners with Dare 2 Dream Leaders organization. They offer an afterschool programs that teaches our children how to be leaders. The program offers creative writing, proper etiquette, how to write a resume, going on a job interview, community service, banking, etc.

3.

We evaluate the needs of our parents both formally and informally. Formally, NYC Parent Surveys drive much of what we look to celebrate and improve at the school. Informal evaluations take place on a regular basis as parents provide feedback through venues such as the School Leadership Team meetings and Parents' Association meetings. In evaluating the needs of our parents they desire tutoring, extra-curricular activities for the child and after school enrichment programs.

4.

We work diligently to meet the needs of the parents and children by creating a variety of events throughout the year. Letters to homes are translated. Our goal is to build a community within Hudde so to embrace a warmer and safer environment for our children, families and staff.

Parent meetings include all ELL families:

SCHOOL EVENTS

FAMILY BBQ

PA MEETINGS

SLT MEETINGS

BATTLE OF THE BOOKS

CUPCAKE CHALLENGE

HARVEST DANCE

BREAST CANCER FUNDRAISER

BREAST CANCER WALK

PENNY HARVEST

HAT DAY

MATH NIGHT

FAMILY SCIENCE NIGHT

LITERACY NIGHT

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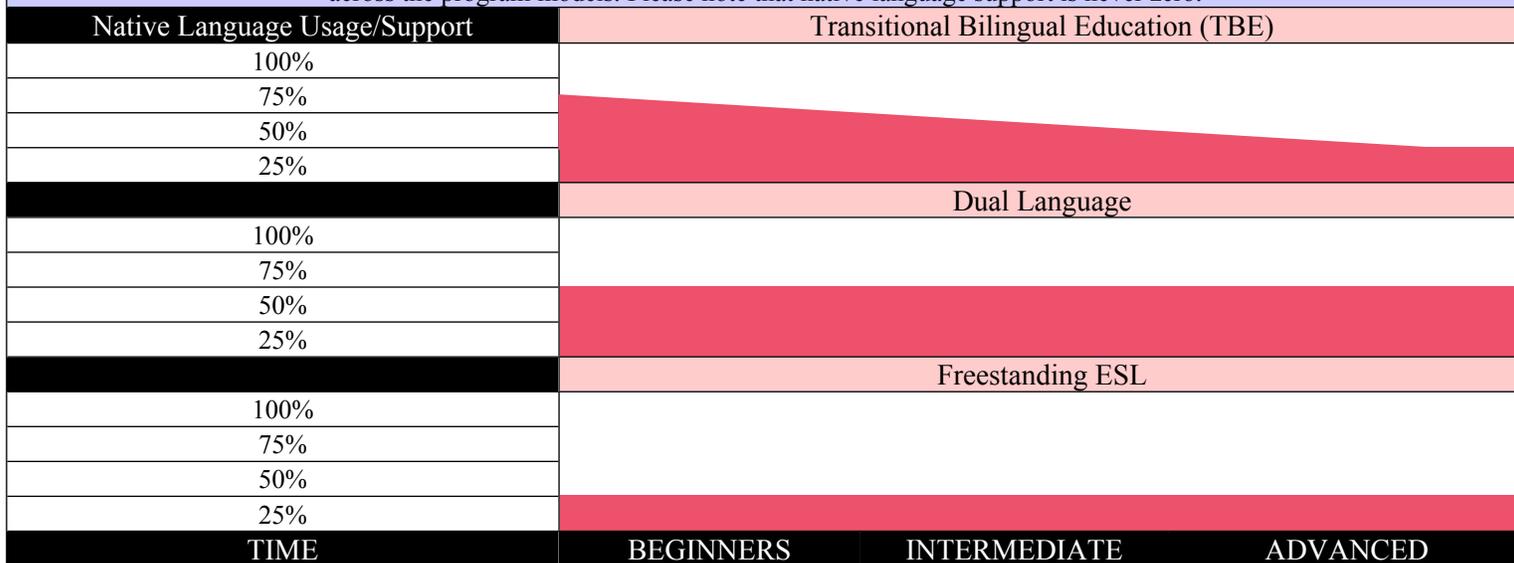
MULTICULTURAL NIGHT

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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9. ELL students reaching proficiency on the NYSESLAT will receive transitional support for two years from our TESOL. They will receive testing modifications for all New York State Exams and City Assessments. Specifically, all former ELLs are identified early in the school year. The names are provided to all teachers. Students are then provided with time and a half on all New York State/New York City exams. Our TESOL will ensure that all students are invited to participate in our after-school Title III Academy. In addition, she will ensure that families continue to receive mailings that are translated according to native languages spoken at home.

10. With our goal to improve student outcomes for ELL students, we purchased 100 user accounts for the Achieve3000 literacy support program this year. Teachers have been trained and will continue their training on how to utilize the data obtained in this program to better align instructional practices with student outcomes. Looking towards the future, if this program succeeds in furthering students' ability in their content areas, we will certainly consider opting to purchase it for the upcoming school year.

11. As we continually strive to support our ELL students in all content areas of instruction, there are no programs being discontinued this school year.

12. In programming our ELL students, we offer all the same opportunities to ELLs that we do their English only speaking counterparts. They therefore are ensured equal access to all school programs. Within all school programs, ELL students are programmed to receive: ELA, Math, Science, Social Studies, Health, Art, Music, Gym, Computers, and Lunch. In addition, students are supported after-school through our 37.5 minute tutorial 10:1 program. Here, students have an opportunity to work in smaller groups on promotional projects. ELL students are also involved in our Title III Academy. This program takes place after the 37.5 minute program for an extra hour per day of support in literacy, mathematics and science. Here, it is our rationale that if students are provided with additional time and support across all curriculum areas they will advance academically. Students will have an opportunity to utilize a variety of books and materials throughout this program. They will also have an opportunity to utilize Achieve 3000 to improve literacy skills.

13. Our ELL classes use a wide range of instructional materials to support learning. In addition, our three ELL classes share a lap-top cart for student use within the classrooms. These laptops are used to enhance and enrich classroom instruction. In addition, these lap-tops are used within the Achieve 3000 literacy differentiation program. Students may log into their accounts from any class within the ELL Department. In addition, computer technology is offered to our classes within the Computer Related Arts program as well as through daily and weekly visits to the school library. Our ELL classrooms are also equipped with state of the art SmartBoard technology which is used to

B. Programming and Scheduling Information--Continued

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

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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.

Below is a sample schedule for an ELL student in our freestanding ESL program. All major content areas are taught by a licensed and trained TESOL. Teachers of related arts and technology are trained within the minimum 7 1/2 hours of mandated ESL training per year.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	8:00 To: 8:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:22 To: 9:03	ESL Social Studies				
2	9:05 To: 9:46	Computer	Computer	Computer	Computer	Computer
3	9:49 To: 10:30	Science	Science	Science	Science	Science
4	10:33 To: 11:14	Related Art				
5	11:17 To: 11:58	Math	Math	Math	Math	Math
6	12:01 To: 12:42	Lunch	Lunch	Lunch	Lunch	Lunch
7	12:47 To: 1:26	Language Arts				
8	1:29 To: 2:10	Language Arts				
H.R.	2:13 To: 2:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9	2:20 To: 2:58	37 1/2 minutes				

Based on the data students will receive instruction focused on components on listening and reading. The ESL instruction will focus on the read aloud component to enhance student listening and reading skills. 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 from November until the beginning of May 2012, and the program schedule will correspond with Andries 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. 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. Each grade level class will be divided into groups based on the student learning level. The determination will be based on student performance on LAB-R and NYSESLAT. 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. The program will utilize aspects of the Achieve 3000 reading program. This program will help focus on the proficient reading level of a student. In addition the program, will utilize technological resources such as computers (laptops), content based software programs and smart boards to enrich instruction. This will help provide additional instructional, linguistic and cognitive support of the content area material taught throughout the school year.

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.

1. There are currently four teachers of English Language Learners at Hudde JHS 240. Professional Development for our teachers will take place in a variety of formal and informal ways according to teacher's individual needs. In weekly meetings with the Assistant Principal of the ESL Department, assessment of teachers' needs will take place. Training on Achieve 3000 will take place formally. Teacher programs are covered while they meet with Staff Developers from the program. Achieve 3000 training will also take place within the classrooms. In addition, teachers will be encouraged to participate in training sessions offered by the Network as well. Throughout a variety of both formal and informal observations, the Assistant Principal will guide the development of the ELL teachers. In the pre and post observation conferences, professional development strategies will be discussed. Monthly meetings will take place within the content area departments to further assist our ELL teachers. ELL teachers are sent to workshops both within the ELL Department, and through the Office of English Language Learners. They are then expected to turn-key this critical information with their peers. Opportunities to do so are provided through weekly and monthly meetings of the ESL Department. Intervisitations will take place within the school so as to develop particular skills that teachers need. In addition, when necessary, visits to similar Intermediate Schools within the Network will also take place. Additionally, Special Education teachers, our school psychologist, our occupational/physical therapists, secretaries and parent coordinator receive training from our ELL Coordinator, Robin Horn. This training is an overview of compliances mandates, background information on ESL theories, ESL methodologies, and sensitivity training.

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 for ELL teachers and Content area teachers who teach ELLs will participate in professional developments provided by the Office of English Language Learners. 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. To ensure that all staff are in ELL compliance, the ESL teacher attends a variety of Professional Development seminars and turn-keys that information to staff members throughout the minimal 7.5 hours of training required (10 hours for Special Educators).

2. In transitioning from Elementary to Middle School, we offer a wide range of support to assist our ELL students. When students are in the 5th grade of Elementary School, we offer an Orientation Session for parents and students within our Open House Program. Here, students and parents are provided an opportunity to ask questions and meet key staff members from the school. They are provided information regarding the programs offered at the school. When they enter the school, the Assistant Principal, Dean and Guidance Counselor as well as their teachers meet within grade assemblies and lunch periods to inform and support students with their transition to Junior High School. Students transitioning from middle school to high school attend a variety of High School Informational Meetings with their parents. The Guidance Counselor as well as the Assistant Principal and Dean track student progress in terms of promotional criteria necessary for graduation. In addition to students, our staff members (teachers, parent coordinator, etc) are supported by school leadership and guidance counselors through weekly and monthly professional development meetings. Our Guidance Counselors are sent to a variety of professional development workshops within our network to provide training in order to assist ELLs as they transition from one school level to another.

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3. The 7.5 of ELL training for all staff members takes place within our September Professional Development Days, Election Day Professional Development Day, Brooklyn/Queens day and after school through our Title III Program. Here, teachers are provided with strategies to assist them with English Language Learners as well as long term ELLs and SIFE students within their program. They are developed in ESL teaching methodologies. They are provided with data as it relates to individual students in their class. They are also provided with compliance information. The records are maintained through Attendance Sheets that are kept in Robin Horn, ESL Coordinator's office.

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?

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and overall culture of the school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at Hudde Junior High School. We have an open door policy at the school, so parents know they are always welcome. Written information about classroom assignments, goals, assessments and school events are translated to the best of our ability. The ESL licensed coordinator, with the assistance of the Parent Coordinator will conduct interviews with students, parents and/or guardians 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 or monthly ELL department meetings. Additionally, curriculum based parent workshops are provided periodically. The workshops provide parents the opportunity to become familiar with school curriculum, culture and activities provided for all students including ELLs. During these workshops the parents are given the opportunity discuss any concerns and evaluate instructional based programs. At Andries Hudde, monthly Parent Association meeting are also conducted. Parents are also given the opportunity to have their concerns addressed. A monthly calendar of meetings are provided to parents in a variety of languages. We have seen an increase of ELL parent involvement at our many school events, Parents' Association meetings and as well as parents feeling comfortable to reach out to us anytime when there is a concern they may have with their child. ELL parents have come into the school and have been accommodated with translations, mostly through our diverse staffing. Parents take advantage of our open door policy and come to sit in classes to observe the atmosphere of their child's classrooms.

2.

The school currently partners with Dare 2 Dream Leaders organization. They offer an afterschool programs that teaches our children how to be leaders. The program offers creative writing, proper etiquette, how to write a resume, going on a job interview, community service, banking, etc.

3.

We evaluate the needs of our parents both formally and informally. Formally, NYC Parent Surveys drive much of what we look to celebrate and improve at the school. Informal evaluations take place on a regular basis as parents provide feedback through venues such as the School Leadership Team meetings and Parents' Association meetings. In evaluating the needs of our parents they desire tutoring, extra-curricular activities for the child and after school enrichment programs.

4.

We work diligently to meet the needs of the parents and children by creating a variety of events throughout the year. Letters to homes are translated. Our goal is to build a community within Hudde so to embrace a warmer and safer environment for our children, families and staff.

Parent meetings include all ELL families:

SCHOOL EVENTS

FAMILY BBQ

PA MEETINGS

SLT MEETINGS

BATTLE OF THE BOOKS

CUPCAKE CHALLENGE

HARVEST DANCE

BREAST CANCER FUNDRAISER

BREAST CANCER WALK

PENNY HARVEST

HAT DAY

MATH NIGHT

FAMILY SCIENCE NIGHT

LITERACY NIGHT

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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)							3	7	4					14
Intermediate(I)							10	10	7					27
Advanced (A)							15	10	12					37
Total	0	0	0	0	0	0	28	27	23	0	0	0	0	78

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	0	2				
	I							7	3	1				
	A							16	13	17				
	P							14	14	24				
READING/ WRITING	B							2	7	3				
	I							9	10	7				
	A							14	10	12				
	P							13	3	16				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	3	0	0	12
7	11	4	0	0	15
8	9	4	0	0	13
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	7		9		2		0		18
7	9		12		0		0		21
8	5		13		3		0		21
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0		0		0		0		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				
Integrated Algebra	2		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. In order to best assess the early literacy skills of ELL students, our school uses a variety of Assessment tools. Within the Achieve 3000 technology program, Level Set is the online assessment tool that utilizes the Lexile Framework to measure each student's nonfiction reading comprehension for accurate placement in the program. Lexiles are also used to measure the difficulty of the text based on sentence length, the difficulty of the words, and the frequency with which the words are used. The program uses this information to precisely match each student to the "just right" level of the text. The lexile method of scoring differs from other measures. Since some teachers are unfamiliar with the Lexile numbering system, Achieve 3000 reports always "translates" each student's Lexile score to an approximate grade-equivalent reading level. For example, if a student scores 6000L, his score is translated to a 3 and he receives reading materials appropriate for a student reading at approximately a third grade level. Data obtained through this program is continually examined by teachers and the Assistant Principal of the ELL Department in order to drive instructional practices. In addition, our school opted to have our ELL students participate in a New York City Interim Assessment program. Here, students periodically take assessments to track their growth in English acquisition. Data from these reports are available at <http://intranet.nycboe.net/accountability/assessment/periodicAssessments/ell>. Detailed student results, including item analysis, are available in the ELL Periodic Assessments online reporting tool. Again, data from this program is discussed weekly and monthly at ELL meetings. Teachers use this information to re-teach particular skills students may be lacking, as well as review of materials the whole class may need. Teachers of ELA/ESL also use the Stars and Cars Assessment tool within their classrooms. A year of comprehensive assessments by skill are delivered to students. The data provides insights to identify the strengths and weaknesses of students and teach accordingly.

2. Based on the modality aggregate data, across the three grades, most students scored advanced in Listening and Speaking. Listening and speaking were the strongest modalities whereas reading and writing are the weakest modalities. Given this data, instruction will be aimed at addressing each ELLs individualized needs. Prior knowledge, past experiences and cultural backgrounds will be incorporated into classroom activities. ELLs will be immersed in a print rich environment, where comprehension, participation, and higher order thinking skills will be emphasized through the use of a wide variety of teaching methods and assessments, within a balanced literacy classroom. Periodic assessments reinforce the data gathered in the NYSESLAT. Results are disseminated to all teachers of ELLs through the use of ARIS. Teachers use these results to differentiate their instruction so as to better meet students individual needs. The weaker modalities continue to be reading and writing. Given this information, instruction will continue to be focused on improving our students' proficiency in these areas. Literacy strategies used within ELA classrooms include brainstorming, making predictions, literature response groups, journals and writing workshops to improve student outcomes.

3. The patterns across the NYSESLAT modalities—reading/writing and listening/speaking will affect instructional decisions in terms of flexible instructional groupings of students within the classrooms. Teachers group students for instruction based upon their individual strengths and weaknesses. Using the data from this assessment, students are grouped heterogeneously within the grade, but then move into homogeneous groups for instruction based upon their specific need. ESL teachers, Ms. Horn, Mr. Roland, Ms. Maryasis, and Ms. Penzell are involved in the decision making processes along with Ms. Graves, ESL Assistant Principal, and Ms. O'Sullivan, Principal. Our Data

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.

Below is a sample schedule for an ELL student in our freestanding ESL program. All major content areas are taught by a licensed and trained TESOL. Teachers of related arts and technology are trained within the minimum 7 1/2 hours of mandated ESL training per year.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	8:00 To: 8:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:22 To: 9:03	ESL Social Studies				
2	9:05 To: 9:46	Computer	Computer	Computer	Computer	Computer
3	9:49 To: 10:30	Science	Science	Science	Science	Science
4	10:33 To: 11:14	Related Art				
5	11:17 To: 11:58	Math	Math	Math	Math	Math
6	12:01 To: 12:42	Lunch	Lunch	Lunch	Lunch	Lunch
7	12:47 To: 1:26	Language Arts				
8	1:29 To: 2:10	Language Arts				
H.R.	2:13 To: 2:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9	2:20 To: 2:58	37 1/2 minutes				

Based on the data students will receive instruction focused on components on listening and reading. The ESL instruction will focus on the read aloud component to enhance student listening and reading skills. 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 from November until the beginning of May 2012, and the program schedule will correspond with Andries 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. 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. Each grade level class will be divided into groups based on the student learning level. The determination will be based on student performance on LAB-R and NYSESLAT. 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. The program will utilize aspects of the Achieve 3000 reading program. This program will help focus on the proficient reading level of a student. In addition the program, will utilize technological resources such as computers (laptops), content based software programs and smart boards to enrich instruction. This will help provide additional instructional, linguistic and cognitive support of the content area material taught throughout the school year.

Part VI: LAP Assurances

School Name: <u>Andries Hudde JHS</u>		School DBN: <u>22K240</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elena O'Sullivan	Principal		
Margaret Graves	Assistant Principal		
Zoraida Clemente	Parent Coordinator		
Robin Horn	ESL Teacher		
Kim Forrester-Dumont	Parent		
Joseph Roland	Teacher/Subject Area		
Evan Silkworth	Teacher/Subject Area		
Kristen Murphy	Coach		
Christa Benfield	Coach		
Melida Quiroz	Guidance Counselor		
Julia Bove	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **22K240** School Name: **Andries Hudde, JHS 240**

Cluster: **6** Network: **602**

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.

Data regarding the languages spoken in the homes of our English Language Learners are collected in a variety of ways. In terms of our new admits to the school, our licensed ESL Coordinator conducts interviews with students, parents and/or guardians upon admission to the school. The ESL Coordinator keeps a running tally of the languages spoken in the homes of our students. Additional data is collected via a home language survey. Our Pupil Accounting Secretary continually updates, prints and shares information from the ATS reports, RHLA, RPOB, and/or RAPL. These reports break down the languages spoken in the homes of all our students. In an effort to support our students and families, it is our belief that as much communication as possible should be in place between the school and the home. Therefore, it is our belief that families need and must be provided with appropriate and timely information in their native language and in English in order to establish and maintain the home/school partnership.

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.

Data collected indicates that the following number of students need to have information from the school translated and sent home in a variety of methods:

- Albanian: 1
- Arabic: 13
- Bambara: 1
- Bengali: 49
- Cantonese: 3
- French: 13
- French-Haitian Creole: 13

Georgian: 1
Haitian Creole: 81
Hindi: 1
Ibo: 1
Malayalam: 1
Mandarin: 2
Pushto: 1
Panjabi: 5
Romanian: 1
Russian: 3
Spanish: 78
Twi: 3
Urdu: 77
Uzbek: 1

These findings were reported to the staff via the Principal's Newsletter and staff email. Within that sharing of information was directions on how to utilize the New York City Department of Education Translation Unit in an effort to establish and maintain the home/school partnership.

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.

Hudde JHS 240 utilizes the Translation Unit of the New York City Department of Education for documents that are prepared for students in advance. These documents include but are not limited to, information regarding parent conferences, information regarding events taking place after school, information regarding report cards, information regarding student data results, information regarding parent newsletters, etc. We recognize that the turn around for a document given to the Translation Unit may take time. Therefore, we use this service for information we know well in advance. In an effort to provide parents with current/daily/weekly information, we ask upon our multi-lingual staff, and parent volunteers to assist us with written translations. In doing so, we ensure that long and short term information is shared with families in a timely fashion whenever possible.

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.

Hudde JHS 240 utilizes the New York City Department of Education's Translation Unit to assist us with oral interpretation whenever possible. In addition, we call upon our multi-lingual staff to provide assistance to teachers, administrators, guidance counselors, etc in oral translations. Additionally, we are now able to utilize our School Messenger Program (a telephone information service) to reach parents with messages translated in their native language.

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>.

As per Chancellor's Regulation A-663, Hudde JHS 240 has established the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. We do so by:

1. Determining the primary language of all our students/families.
2. Maintaining current records of the primary languages of our students/families.
3. We recognize our obligation to provide language assistance services to our students/families, and do so to the best of our ability.
4. We continually assess the language translation needs of our students/families and make appropriate budgetary decisions to support them.
5. We acknowledge our role and the role of the Translation Unit in translating Critical Communications for students/families (registration, application, standards and performance, conduct, safety, special education, transfers, health, legal matters, entitlement letters, etc).
6. We inform our parents about alternatives to translation when necessary.
7. To the maximum extent practicable within the budget appropriated for such services, we provide interpretation services.
8. We provide parents with Notification Requirements Bill of Rights and Responsibilities.
9. We have established a mechanism for requesting language access services.
10. We send key staff members to training provided by the Translation Unit whenever possible.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Andries Hudde JHS 240	DBN: 22K240
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 97
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: All 101 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 the areas of English Language Arts (listening, speaking, reading, writing), Mathematics, and Science. Our rationale for the program is based on data available for our English Language Learners. According to the 2010 NYSESLAT results, Fall 2011 ELL Interim Assessment results, 2010 New York State English Language Arts Assessment, 2010 New York State Mathematics Assessment results, 2011 LABR results, and informal teacher assessments, results show that our students are in need of supplemental academic support services in these content areas. It is our rationale that this support would be best delivered in small groups. In lowering the student to teacher ratio, it is our belief that our English Language Learners will be given opportunities to optimize their learning.

English Language Learners on grades 6, 7, and 8 will be invited to participate in our Title III After-school program. The students will be then grouped and taught according to individual needs as per overall student data results. All subgroups will be taught in English with native language supports. ESL licensed pedagogues will work collaboratively with licensed foreign language, science and mathematics teachers to provide supplementary instruction to our English Language Learners. The following subgroups will be formed:

Subgroup A- Beginner level English class: Here, our newcomers and students who scored within the beginner level on the NYSESLAT and/or LABR will be provided English Language instruction by a New York State licensed ESL Teacher, Ms. Maryasis. This will be a group of students of varying backgrounds and native languages. Ms. Maryasis will utilize a variety of ESL methodologies within her lessons. ESL methods include: Total Physical Response (TPR) whereas the teacher skillfully uses the command system of language to develop receptive language. Students respond physically rather than verbally and speech emerges naturally. Within this method, speech, visual and physical clues help students comprehend the second language more effectively. She will use the Natural Approach, whereas this "acquisition based" method focuses on authentic communication as it's primary goal. It is characterized as a low-anxiety approach because the focus is on meaning rather than form. She will incorporate a Cognitive Academic Language Learning Approach (CALLA) whereas students learn meta-cognitively. Our trained and licensed ESL teacher will focus on academic rigor within the Language Arts curriculum. She will use a variety of instructional strategies such as: read alouds, modeled talk, scaffolding, extensive visuals, computer technology (specifically Rosetta Stone), graphic organizers and summarizing. In doing so, it is our goal to effectively meet the needs of our beginner group of English Language Learners.

Subgroup B- Spanish speaking students: Hudde Junior High School 240 has 21 Spanish speaking students in our freestanding ESL program. The students are on varying levels across grades. With the understanding and appreciation of the fact that when the native language is supported, students will acquire a second language more readily and effectively, it is our rationale to group these students for English instruction. The instructor for this class will be a New York State licensed Spanish Teacher, Ms. Peral. Ms. Peral is bilingual and currently teaches Spanish at the school. She will work collaboratively

Part B: Direct Instruction Supplemental Program Information

with licensed ESL teacher, Ms. Maryasis, to provide English Language Arts lessons with Spanish language support. She will work with our ESL teacher and she will be trained in ESL methodologies. She will also work with our Literacy Coach to obtain curriculum materials for English Language Arts.

Subgroup C: Haitian-Creole speaking students: Hudde Junior High School 240 has 31 Haitian-Creole speaking students within our freestanding ESL program. The students are on varying levels across grades. With the understanding and appreciation of the fact that when the native language is supported, students will acquire a second language more readily and effectively, it is our rationale to group these students for instruction. The instructor for this class is a New York State licensed mathematics teacher, Mr. Douyon. Mr. Douyon is a bilingual Haitian Creole/English speaking teacher and currently teaches mathematics at the school. He will provide mathematics lessons with Haitian Creole support. He will work with our ESL licensed teacher, Mr. Roland, and he will be trained in ESL methodologies. He will also work with our Mathematics Coach to obtain curriculum materials for Mathematics.

Subgroup D: ESL/Mathematics: With data results from the New York State 2010 Mathematics examination, it is imperative that we provide as much supplementary support to our English Language Learners in the area of mathematics as possible. Within our current 6th grade ESL group, there are 18 students; 7 of them are level 1, 8 of them are level 2, 2 students are level 3, and no student is level 4. The remaining 1 student will be taking this assessment for the first time. Within the current 7th grade ESL group, there are 28 students; 9 of the students are level 1 in mathematics, 12 students are level 2, and there are no level 3 or 4 students. The remaining 7 students will be taking the New York State Mathematics Exam for the first time. Within our current 8th grade ESL class, there are 28 students; of them there are 5 level 1 students, 13 level 2 students, 3 level 3 students and no level 4 students. Students in need of additional mathematics support will be identified and grouped for instruction accordingly. Our mathematics teacher is a licensed in the area of ESL. Mr. Roland specializes in using ESL methodologies within the mathematics curriculum. He focuses on the "language of mathematics", and teaches children how to transfer their understand of mathematics to the English language.

Subgroup E: Science/English: Our English Language Learners across grades and levels are in need of additional support in the area of science. Ms. Cossin is a licensed science teacher who has also been trained in ESL methodologies. She will group students according to their needs in the area of science instruction. She will focus of the "language of science" so that students may transfer their understanding of science more readily and effectively. She will focus on science vocabulary, and a hands on approach to teaching science. She will provide our English language learners with the tools necessary to achieve positive outcomes on the New York State Science Examination. She will work collaboratively with licensed ESL teacher, Mr. Roland.

All groups will be taught in English, with native language supports. The program will take place after school on Tuesdays and Wednesdays from 3:00 - 4:00pm. The program will begin in early December and will end May 18th, after the NYSESLAT examination. There will be 5 certified teachers working in the program. ESL licensed teachers will work collaboratively with licensed content area teachers. The materials will be New York State approved English, Math, and Science books. ESL books and materials will be used as well. Computer technology, specifically Achieve 3000 and Rosetta Stone, will be incorporated into this program as well. Achieve 3000 is a literacy differentiation program. This program focuses on non-fiction articles and tailors them to individual reading levels. Rosetta Stone is a language acquisition program whereas students work at their own pace to learn the English language. Both programs will be of no cost to the Title III budget. Smartboards and laptops will be used to enhance and enrich this program.

Part C: Professional Development

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

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

Begin description here: Hudde Junior High School 240 will provide a high quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classrooms. The professional development will be well-planned and ongoing. Our licensed content area Title III teachers, Ms. Peral, Ms. Cossin and Mr. Douyon will be trained in ESL methodologies, by licensed ESL Coordinator, Ms. Horn. Additionally, they will be trained in ESL strategies as they work collaboratively with ESL licensed teachers. The ESL methods to be utilized are, but not limited to:

- QTEL Methodology
- TPR Methodology
- CALLA Approach
- Differentiated Instruction
- Holistic Approach
- Natural Approach

Our Professional development plan is focused and aligned to meet the needs of the English Language Learners in our program. Professional Development will be implemented on Thursdays once a month from 3:00 - 4:00 for a total of 6 sessions. In addition, Thursdays from 2:20-3:00 is a built in "teacher planning" session within the school day. So work learned and discovered on our official training dates will be revisited and reinforced throughout Thursday planning sessions at no cost to the Title III Program. Our Literacy Coach, Ms. K. Murphy, will provide two one-hour ELA sessions for Title III teachers and our Mathematics Coach, Ms. C. Benfield, will provide two one-hour Math sessions for Title III teachers. Both service providers are certified teachers in their content areas. The focus of these training sessions will be to share curriculum materials and add ESL methodologies and modifications to curriculum units.

Part D: Parental Engagement Activities

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

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

Begin description here: It is our belief that forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the

Part D: Parental Engagement Activities

overall culture of the school. Parental involvement supports, encourages, and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at Hudde Junior High School 240.

In addition to our mandated activities, such as parent orientation during the ELL identification process, we plan to implement a variety of Parent engagement activities targeted towards the parents of our ELL's. It is our hope that these activities will impact higher achievement for our English Language Learners.

The topics to be covered within our Parent Workshops are:

- Assessing and understanding student data results (across grades/levels/subjects)
- Achieve3000 Workshop
- Rosetta Stone Workshop
- Literacy Night
- Mathematics Night
- Science Night

The workshops will take place once per month; 2 hours per workshop. Refreshments will be served at these workshops. Our licensed ESL Coordinator, and or ESL Assistant Principal will conduct the workshops. The translation of materials for these workshops will come from Translations Funds at no cost to the Title III program.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		