



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: DR. RHONDA FARKAS

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 SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her 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	
Deborah Sarria	*UFT Chapter Leader or Designee	
Jean Lombard	*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	
Hilary Hadar	Member/ SLT Secretary	
Kim Etheridge	Member/ Teacher	
Ismene Karvounis	Member/ Teacher	
Carol Walker	Member/ Parent	
Crystal Gadsden	Member/ Parent	
Lydia Small	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

By June 2013, to improve student performance in English Language Arts by engaging all students in rigorous literacy tasks aligned to strategically selected CCLS.

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.
- **Based on the results of the spring NYS ELA test, 40% percent of our students scored at or above grade level. Of the 40% who scored a Level 3, the instruction and assessment has been designed to increase their performance to a Level 4. For the 42% 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 10% of our students who scored a Level 1, direct remediation is provided during the school day and the extended day.**
- **There will be a 6 to 8% increase in the percentage of students' progress in English Language Arts as measured by a variety of instruments, including the CARS benchmark assessments, periodic assessments, literacy tasks, unit assessments, and the NYS exam.**

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) key personnel 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,
- **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 three performance tasks in English Language Arts for students to demonstrate their ability to read and analyze informational texts and write to inform or explain a response and or present and substantiate an argument using citation from several resources.**
- **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 incorporating Webb's Debt of Knowledge and UDL multiple entry points, to ensure rigorous engaging activities, discussion strategies and higher order questioning for all students.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation.
- The teachers of the ELA Department have developed curriculum maps and unit plans. Classroom libraries include leveled text and nonfiction books.
- Teachers meet collaboratively in teams in both department and grade meetings to plan instruction and analyze student work.
- Additional resources for classroom libraries (leveled text, nonfiction, and CCLS recommended literature) will be funded to support the implementation of the NYS CCLS.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- ARRA RTTT Citywide Inst Exp – Professional Development, Curriculum Writing
- ARRA RTTT Data Specialist – Analyze and interpret data for Curriculum Writing
- NYSTL – Software – Hardware
- Students in Temporary Housing receive free metro cards, uniforms, clothing, school supplies and counseling to support their academic achievement.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title 1 School Wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title 1, Title 111, NYSTL and other available resources to implement activities and strategies to reach our goal

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of English Language Arts.
- Teacher teams looking at student work to improve teaching practices in ELA.
- Textbook and instructional materials purchased for the ELA Department.
- After school programs in the ELL Title III Program. (Math or Literacy or ESL, etc.)

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Direction, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - **By June 2013, 100% of all students will engage in at least three cognitively demanding mathematics tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. This will be measured by fall performance tasks to winter performance tasks to spring performance tasks to show increase of student performance.**

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.
- **Based on the results of the spring NYS Mathematics test, 51% of our students scored at or above grade level. Of the 33% who scored a Level 3, the**

instruction and assessment will be designed to increase their performance to a Level 4. Thirty-four 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 percent of our students scored far below grade level. Students in this category receive extensive remediation in the form of the extended day program.

- One hundred percent of all students will engage in at least three cognitively demanding mathematics tasks that require 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

- 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) key personnel 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,
- 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 performance tasks in math for students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind viable solutions.
- Three Performance tasks will be administered 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 CCLS aligned 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.
- 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.
- Teachers use appropriate software in conjunction with smart boards and laptops to create different avenues to meet the needs of our students.
- Universal Design for Learning (UDL) training for teachers will support pedagogy to effectively improve student performance and outcomes.
- Frequent cycles of informal observations provide information to monitor the alignment of instruction to the CCLS.
- Timeline: Fall 2012 – Spring 2013 – This will be measured by Fall performance tasks to Winter performance tasks to Spring Performance tasks to show increase of student performance.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- ARRA RTTT Citywide Inst Exp – Professional Development, Curriculum Writing
- ARRA RTTT Data Specialist – Analyze and interpret data for Curriculum Writing
- NYSTL – Software – Hardware
- IEP Para
- Students in Temporary Housing receive free metro cards, uniforms, clothing, school supplies and counseling to support their academic achievement.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title 1 School Wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title 1, Title 111, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas Math.
- Teacher teams looking at student work to improve teaching practices in Math.
- Textbook and instructional materials purchased for the Math Department.
- After school programs in the ELL Title III Program. (Math or Literacy or ESL, etc.)

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Direction, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2013, 6 to 8% of the ELL students (96) will improve their performance in math as measured by the periodic assessments, CCLS tasks, unit exams, and the New York State exams.**

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.
- **Based on the results of the spring NYS Mathematics test, 7% of the ELL students scored grade level. Of the 7% who scored a Level 3, the instruction and assessment will be designed to increase their performance to a Level 4.**
- **Thirty-three 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. Sixty percent of our ELL students scored far below grade level or have no score. 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 as part of an after school program.**

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) key personnel 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,
- **ELL teachers are working with grade appropriate content area teachers to ensure the development of CCLS standards-based units and assessment practices.**
- **ELL teachers are analyzing student work and implementing data driven instructional practices from the NYS CCLS to support the development of rigorous, challenging units of study and performance tasks.**
- **Universal Design for Learning (UDL) and Webb's Depth of Knowledge (DOK) training for teachers will support pedagogy to more effectively challenge and improve performance and outcomes for all students.**
- **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 students will be provided.
- 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.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- 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, Literacy Night and Multicultural Night.
- Encourage participation in School Leadership and PA meetings.
- Provide written and verbal progress reports, in the home languages, to parents on a frequent basis to keep parents informed about their child's academic progress.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Title III LEP
- Tax Levy Fair Student Funding
- NYSTL Textbooks and Software
- 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
- Tax Levy RSIEP Para
- Tax Levy RSIEP Teacher
- Contract for Excellence
- Tax Levy Children First Network Support

- **Students in Temporary Housing receive free metro cards, uniforms, clothing, school supplies and counseling to support their academic achievement.**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title 1 School Wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title 1, Title 111, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- **Professional development conducted by instructional lead teachers in the areas English Language Learners.**
- **Teacher teams looking at student work to improve teaching practices in ELL.**
- **Textbook and instructional materials purchased for the ELL Department.**
- **After school programs in the ELL Title III Program. (Math or Literacy or ESL, etc.)**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Direction, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal

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) key personnel 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,

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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) key personnel 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,

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Student need is identified based on performance on formative and summative assessments coupled with teacher observation. Assessments that are used include but are not limited to: CARS (Comprehensive Assessment of Reading Strategies), running records, sight vocabulary lists, on demand writing samples, reading and writing surveys, Performance Tasks, Acuity Benchmarks and the NYS ELA and NYSESLAT exams.</p> <p>Programs currently being used for targeted intervention:</p>	<p>Method for delivery of service includes one-to-one, small group and whole group instruction.</p>	<p>The service is provided both during the school day and during the 37½ Minutes Extended Day After School Program and the after school Title III Supplemental Program for ELLs.</p>

	<p><u>Wilson Reading System</u> – A comprehensive program that specifically addresses the learning style of students with a language-based learning disability. The program teaches fluent decoding and encoding skills to the level of mastery. It also teaches sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</p> <p><u>Ready New York CCLS</u> – Addresses the CCLS’ emphasis on close reading, text complexity, and text-based evidence and analysis, while supporting students with a proven-effective, five-part, gradual-release instructional model that builds confidence.</p> <p><u>STARS</u> – (Strategies to Achieve Reading Success) – Aligned to New York’s Core and Grade-Specific Performance Indicators for Reading. Used to teach students effective reading comprehension strategies.</p>		
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Mathematics	<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, State Exams and Performance Tasks as an assessment detail report of the child.</p>	<p>The format of intervention is a small group pullout where remediation is done via technology to target specific areas of weaknesses.</p>	<p>During 37 ½ minutes, (Extended Day) teachers are using a variety of resources that specifically target areas of weakness of the individual student.</p>
Science	<p>Science teachers have worked collaboratively to create learning tasks, activities and content specific plans for the units appropriate to the CCLS. The teachers will utilize visual aids, creative projects and hands on activities to link concrete and abstract understanding during laboratory activity days. Use of Discover Education Software, World Book and BrainPOP.</p>	<p>Students are grouped based on their strengths and weaknesses.</p>	<p>Those selected students, who need further remediation, will receive an extensive academic program throughout the school year.</p>
Social Studies	<p>Social Studies teachers</p>	<p>Method for delivery of</p>	<p>Students who are in need of</p>

	<p>are working collaboratively to write curriculum maps, unit plans, lesson plans and Performance Tasks which reflect the grade specific units of study and align with the CCLS for Literacy in the content area of History. The teachers are focused on 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.</p> <p>The teachers have access to Brain Pop, Discovery Education and the web-based World Book. Each of these resources provides opportunities to present material in a variety of ways to support the differing learning styles of the students.</p>	<p>service includes one-to-one, small group and whole group instruction.</p>	<p>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>
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<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</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.</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. We have one student at risk for health related services and two 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>	<p>During the school day, the main focus is the 6th grade students who struggle to transition from the elementary school to middle school. (small groups)</p>	<p>Students meet once a week.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our strategy for recruitment of highly qualified teachers includes a rigorous screening of applicants. These applicants need to be appropriately certified in a content area vacancy and demonstrate content knowledge and superior educational methodologies. Beyond the initial recruitment our staff is highly involved in professional development from many sources. In addition to district and support staff PD provided by the network, our teachers are involved in professional learning communities, which allow for highly specific development for our staff members. We also have biannual staff development days, which allows staff to take advantage of in-house and off site professional development at locations like the Modern Museum of Art, Brooklyn Botanical Garden, Brooklyn Museum, and the Museum of American History. All of these factors lead to a staff that is estimated to be 100% highly qualified based on the results of the BEDS survey.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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 [i](#)

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 [i](#)

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

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
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 meet to discuss the best class program for an individual student, parents are able to observe 12:1:1 classes, Collaborative Team Teaching Programs, and 12:1 classes. Together, the decision is made as to which setting would most benefit the individual student. All classrooms within our school are designed to meet the needs of our students in a Least Restrictive Environment. We allow for flexibility within the program. For example if a student shows high academic ability within a specific subject area (such as mathematics), 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.

Andries Hudde uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's. ESL Coordinator, Robin Horn, is an active participant of an IEP team working with special education specialists, Hilary Hadar-IEP/SETSS teacher, A. Guenther-Special Education Guidance Counselor, A. Adderley- Speech Service Provider, J. Kurant- Speech Service Provider, S. Fried- Psychologist, and K. Bertrand- Assistant Principal/Special Education to create attainable goals and effective instructional strategies to properly meet the needs of our ELL-SWDs. Teachers and Programmer, Karen Khan, work together to create scheduling flexibility that allows us to provide the services that meet the critical needs of our ELL-SWDs. In addition, when programatically possible, ELL SWDs are mainstreamed into regular education/ELL classes to maximize time spent with non-disabled peers.

The patterns regarding the four modalities found based on the NYSESLAT for the past three years reveal that students across proficiency levels need extra assistance in listening, reading and writing. For that reason, all content area subjects: Math, Social Studies, and Science, will incorporate more listening, reading and writing exercises within the curriculum. This will also help with 6th, 7th, and 8th grade ELA state exam preparation for those who are eligible. For Math the students use grade appropriate Impact Math, in the science program they use New York Science along with Glencoe Science for support materials. Social Studies students are exposed to a variety of Document Based Questions in addition to the work in their Social Studies textbook. The freestanding ESL program implemented in the school includes two components: both the Language Arts instructional component and the content areas components which are delivered through instruction in English using ESL methodologies. The ESL program utilizes a modified version of the elements of the Balanced Literacy Model. Throughout all the content areas; Science, Math, Social Studies and ESL/ESL the instructional strategies used are: read alouds, modeled talk, scaffolding, extensive use of visuals, gestures, audio-visual materials, graphic organizers, and summarizing.

New York State certified licensed ESL teachers use QTEL methodology, the Natural Approach, CALLA, and TPR to ensure that LEP students meet the standards and pass the required 8th grade New York State assessments. The materials used for instruction are aligned with New York State and New York City ESL Standards. The ESL methodologies used incorporate listening, speaking, reading, and writing within the curriculum. This creates a comprehensive and complete English language immersion. TESOL certified teachers teach the ESL Language Arts, Social Studies, Science and Mathematics. Where not programatically possible, non-certified ESL teachers teach the content with support from our ELL Department. We do however still exceed the minimum number of minutes per day of mandated ESL instruction within the content areas daily. A copy of each ESL teacher's license and certifications are on file. Cooperative planning amongst ESL teachers, the TESOL, Assistant Principal and the Principal occurs informally on a daily and weekly schedule, and formally within a monthly schedule. Three of the four ESL teachers have completed the Quality Teaching for Secondary English Learners Professional Development training within their content areas. All ESL teachers use the Natural Approach, CALLA, and TPR to ensure

A. Programming and Scheduling Information

that ELL students meet the standards and pass the required 6th, 7th and 8th grade state assessments. Non-certified ESL teachers will be provided with professional development by a licensed TESOL teacher, for a total of ten hours for Special Education teachers and seven and a half hours for General Education teachers.

ESL teachers and Assistant Principals collaborate on which programs and materials would best suit each ESL grade and content area. The materials used for instruction is aligned with ESL and State content area standards and ELA standards. We incorporate the Achieve 3000 reading program within Social Studies and Science in order to assist ELL students in becoming proficient readers. This program is a computer based program, each student is afforded their own laptop and this incorporates the technology. The focus of the program to enhance the reading level of student through a variety of technology based instructional activities. In addition, to support their native language development, they will be supplied with dictionaries, picture dictionaries, content-specific glossaries, and translated tests. The ESL methodologies used will incorporate listening, speaking, reading and writing, which will create a holistic English language immersion. As a policy at Andries Hudde, ESL teachers will encourage students to use their native language to aid in their content learning.

Each ELL student is administered the NYSESLAT during the spring of each academic year. Once the scores are received they are evaluated to determine implications for instruction. The ESL proficiency level breakdown will be based on the spring 2011 NYSESLAT, which will be available in September 2011. In addition, the data will reflect the LAB-R test results of new ELL students to Andries Hudde. Once the data is obtained students will be grouped according to their level of English language proficiency as determined by their spring 2011 NYSESLAT scores. In September 2011, the NYSESLAT results will show the patterns in English language proficiencies in the four modalities. For students who have scored proficient on the 2011 NYSESLAT, will be provided 2 years of language support. They will be placed in a mainstream class for their grade or depending on recommendations by teachers, their academic history, and Math and ELA scores, students will be offered the chance to test for the Andries Hudde Gifted program in the fall and spring. Students will also be provided the opportunity to participate in extended day instructional activities.

Courses Taught in Languages Other than English ⓘ

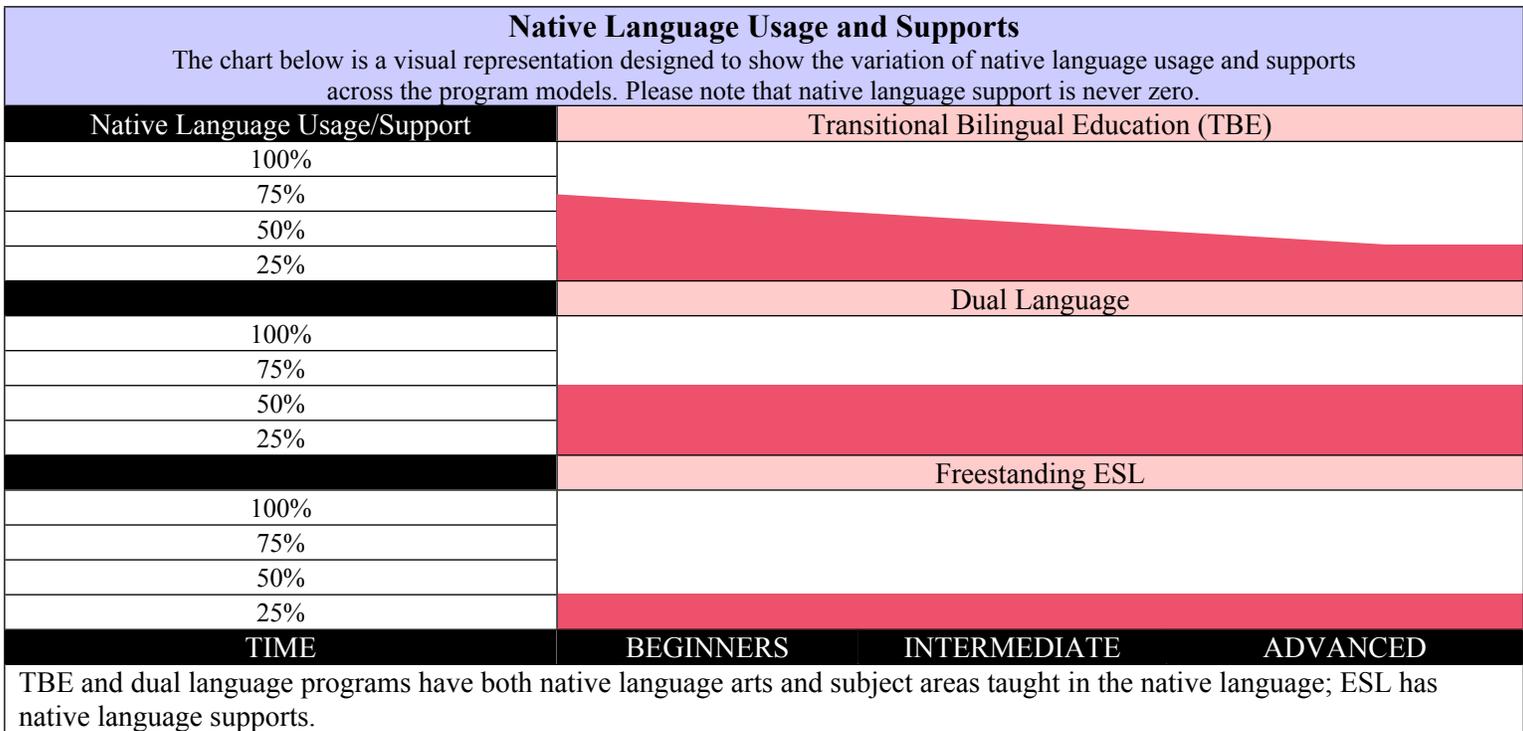
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

8. ELL students targeted in need of academic intervention support in the areas of ELA, Math, Science and Social Studies will receive a wide range of services. All students will be enrolled in Achieve 3000 which is a literacy differentiation program that utilized non-fiction reading passages adapted for all ELL students' individual reading levels. Social studies and science articles will be read, analyzed, discussed, and assessed by students within this program. Teachers will choose reading material to support topics already being implemented in classrooms. This material will support learning taking place. ELLs will also be targeted for improved student outcomes in ELA and Mathematics. Students will be serviced within Academic Support Intervention programs. Their academic progress will be examined by the school Inquiry Team. In addition, students targeted will receive additional tutorial assistance on a 10:1 ratio after school three days a week within our 37.5 minute instructional period. Finally, students will be enrolled in our Title III Academy after school (and after the 37.5 minute tutorial) beginning in November. Within the Title III program, students receive specific academic intervention/in mathematics, English language arts, and science within small groups. Work done in this program is focused on meeting the needs of individual students according to a variety of skill specific data reports.

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 equipt with state of the art SmartBoard technology which is used to facilitate instruction. Students receive the same New York State/City approved curriculum textbooks as their English only speaking counterparts. They, however, receive supplemental materials to aide English language acquisition. Listening centers, picture books, dictionaries, reading books, science books, math materials are all in place to support learning.

14. Native language support in Spanish and Haitian-Creole is delivered through the Achieve3000 program. Non-fiction reading passages are delivered to students in English with Spanish and Haitian-Creole support prompts. Students speaking other languages will receive support through our multi-lingual staff. In addition, students are assigned "buddies" to assist them. Students also have translation dictionaries in all classes. To support families, we frequently utilize the translation department within the New York City Department of Education.

15. We recognize that all students need to be working from age/grade appropriate materials. All materials used within our program are age/grade appropriate. All resources used within our ESL program are New York City/New York State curriculum books that are on grade level. All students are held accountable for grade level New York State Standards and Common Core Standard work.

16. As new students enter our school, they receive an orientation from our TESOL. The incoming students are placed in learning groups according to their language ability. Teachers align their instruction with the needs of their incoming students. Students receive additional language support after school within our 37.5 minute tutorial period. In addition, they are invited to and are included in our Title III ELL Academy after school. Students are assigned with "buddies" to assist them throughout the day as needed.

17. As students achieve proficiency within the English language, Spanish and French electives are offered to them within the regular school program.

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.

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?
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
 MULTICULTURAL NIGHT
 SENIOR DANCE
 MOVIE NIGHT
 JERSEY DAY
 GAME NIGHT
 8TH GRADE WINTER DANCE
 MOVIE DATE NIGHT
 SPELLING BEE
 POETRY WORKSHOP
 POEM IN YOUR POCKET DAY
 JUNIOR ARISTA-HONOR SOCIETY
 RELATED ARTS FESTIVAL
 SPRING ARTS FESTIVAL
 SENIOR AWARD
 URBAN ADVANTAGE EXPO SCIENCE TRIP
 GEOGRAPHY BEE
 HONOR ASSEMBLY
 PARENT WORKSHOPS
 HEALTH FAIR/WORKSHOP
 ANTI BULLYING
 CYBER BULLYING/INTERNET SAFETY
 FACEBOOK
 ARIS WORKSHOP
 PARENT SURVEY
 HIGH SCHOOL INFORMATION NIGHT
 MATH WORKSHOP
 MENTAL ILLNESS WORKSHOP
 SPECIAL EDUCATION WORKSHOP

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
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

6. 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 Specialist, Mr. Silkworth is invited to all meetings regarding data driven instruction. When academic decisions are to be made for ELLs/SWDs we invite Special Education teachers, guidance and support staff to our meetings.

4. A. The patterns across proficiencies and grades is that Advanced level students take two years within that level before reaching English language proficiency. In having this data, the teachers as a whole provide additional support for advanced level students in an effort to provide them with skills needed to reach proficiency at a faster rate. We do this within the 37.5 minute tutorial period, within the Title III

After School ELL Academy, and within classroom groups. Students in this group are tracked by Inquiry Team members and decisions based upon all interim data reports are shared and examined. Instructional decisions are made in an effort to provide students with the optimum learning experience to reach English language proficiency.

B. The school leadership, from the Principal, to the Assistant Principal, to the School Leadership Team to the Inquiry Team members and to the classroom teachers, write and share annual goals that include ELL students. ELL Periodic Assessments are examined and discussed to determine student gains. Where students do not show gains, discussions and Professional Development takes place with classroom teachers. Teachers are trained on how to administer and analyze the data obtained through ELL Periodic Assessments. Information is shared with the school leadership who then work with staff members to align additional supports when necessary.

C. Utilizing the reporting tool within the item analysis, the school is learning that ELL students show similar strengths and weaknesses across many of the same skills their English only speaking counterparts show. We see that students are scoring poorly in reading and writing, so we provide additional support in these areas. Supports include 10:1 tutorial periods after school, Title III After-school program, and Academic Intervention services throughout the course of the day.

5. n/a

6. Each program's success will be based upon its effectiveness in helping our ELL students improve their English language proficiency and achievement levels both within the classroom and on standardized exams. Such effectiveness is measured by data gathered from state exams, periodic assessments, Achieve 3000 data reports and the NYSESLAT. It is our goal that 15% of our 101 ELL students will advance in their English language proficiency as measured by these various instruments. Our program's effectiveness will continue to be reviewed as we examine current data to determine whether or not we are approaching our goals for the school year.

The content performances are based on the prior years, City and State Math and ELA exam results. Our school currently offers Freestanding ESL instruction as the method of instruction for ELLs, based on parental preferences on the Parent survey. ESL instruction is provided for all ELLs as required under CR Part 154. The ESL program is 75% English instruction and 25% native language support. The classes are grouped by grade and heterogeneously(mixed proficiency levels). Support is provided by language to language dictionaries, and bilingual glossaries for each content area. Each ESL teacher is bilingual or trilingual, and all work together to support the native language of the population in their classes. Beginner and Intermediate students will receive 360 minutes per week and for advanced students 180 minutes per week with a 180 English Language Arts. The 180 minutes of ESL will be provided by an ESL licensed teacher who either pull-out or pushes-in depending on the needs of the students, and scheduling. The majority of 6th, 7th and 8th grade students will be placed in self-contained classes and get ten periods of ESL/ELA service a week, utilizing a modified version of the elements of the Balanced Literacy Model. Advanced long-term ELL students will get five periods of ESL service and five periods of ELA in mainstream. The instruction will be provided by a licensed ESL teacher who either pull-out or pushes-in based on the school schedule. This leveling will enable the students of each group to advance at their own rate as well as challenge them in various content areas.

Additional Information

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

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: Andries Hudde JHS

School DBN: 22K240

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: Andries Hudde JHS

School DBN: 22K240

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

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 94 English Language Learners will be offered small group instruction through an after school program provided by Title III funding, but priority will be given to lower level beginners and intermediate levels, as well as students at risk on the ELA and Math State exams. 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 2012 NYSESLAT results, Fall 2012 ELL Interim Assessment results, 2012 New York State English Language Arts Assessment, 2012 New York State Mathematics Assessment results, 2012 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. After careful review of the NYSESLAT data by modalities on the RNMR we found the needs of greater focus are the students writing and reading skills. The students will then be grouped and taught according to individual needs as per overall student data results. All subgroups will be taught in English throughout the content areas with native language supports. These supports are included but not limited to the following: dictionaries in their native language, glossaries, translations, and books. ESL licensed pedagogues will work collaboratively with licensed content area teachers to provide supplementary instruction to our English Language Learners. According to the data which was taken from the above exams and assessments, we will create subgroups. These subgroups are flexible in which they will be rotating on a weekly basis into various content area classrooms. This will support the student's individual needs and ensure that all content area is being served. The following subgroups will be formed:

Subgroup A- Beginner level English class: This group will consist of newly enrolled students, and students who are at a beginner level on the NYSESLAT assessment test and/or LABR. In this subgroup we will also target intermediate level students who scored a Level 1 on the ELA State Exam. This subgroup will be students of varying backgrounds and native languages. The teacher will utilize a variety of ESL methodologies within the lessons. These ESL methods are included but not limited to: 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. The teacher 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

Part B: Direct Instruction Supplemental Program Information

approach because the focus is on meaning rather than form. The teacher 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. This academic rigor and curriculum will be aligned with the New York State CCLS. The teacher will use a variety of instructional strategies such as: read alouds, modeled talk, scaffolding, extensive visuals, computer technology with current software (headphones available which will aide in the students listening skills), graphic organizers and tiered assignments. In doing so, it is our goal to effectively meet the needs of our beginner group of English Language Learners.

Subgroup B- High-end Beginner level/Intermediate level students: Hudde Junior High School 240 has 38 Intermediate level students in our freestanding ESL program. These students are on varying grades. With the understanding and appreciation of the fact that when the native language is supported by glossaries, translations, dictionaries, class libraries, CD's with native support the 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 ESL Teacher. Individual instruction will be based on data from the ELA State Exam as well as the RNMR, which focuses on specific modalities such as reading, writing, listening and speakaing. This data will guide the teachers' instruction and target students at-risk. The teacher will work collaboratively with the content area teachers to ensure all necessary requirements are met. It is our rationale that students will gain achievement and have positive outcomes when data is aligned with their specific needs.

Subgroup C: Advanced Level students: Hudde Junior High School 240 has 36 Advanced Level students. The foci for the subgroup of 36 Advanced Level students will be teaching the students how to transfer their understanding of content areas to the English language. The rationale for this subgroup is based on integrating language acquisition within the content area. This is to ensure that students academic and linguistic needs are met simultaneously. We strive to integrate language and content in a " content-based" ESL approach to pedagogue. The ESL teacher will work collaboratively with the content area teachers to develop strategies and differentiate learning plans to foster the students acquisition of the English language. Instruction will focus on reading, writing and speaking across all content areas. Students work within small groups to promote academic success and allow our ELL's to achieve English proficiency on the NYSESLAT.

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 January 2013 and will end in May 2013. There will be five 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 aligned with student's specific level, consumable workbooks, and CD's that foster native language as well as listening skills. Incorporated into this program will be computer technology with the use of laptops as well as the use of Smartboards which will enhance and enrich the program.

Part C: Professional Development

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.

The ESL licensed teachers are: Ms. Horn, Ms. Maryasis and Mr. Roland. Our licensed content area Title III teachers, 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. This is to ensure that work which was 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. We will provide two one-hour ELA sessions and 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

Part D: Parental Engagement Activities

- 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 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:

- Accessing and understanding student data results (across grades/levels/subjects)
- NYSESLAT Workshop
- ELA State Exam for ELL's Workshop
- Math State Exam for ELL's 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 materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		