



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M347

PRINCIPAL: NANCY AMLING

EMAIL: NAMLING@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

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
Nancy Amling	*Principal or Designee	
Leia Petty	*UFT Chapter Leader or Designee	
Nellis Castillo	*PA/PTA President or Designated Co-President	
Colin Clarke	DC 37 Representative, if applicable	
Neil Narayan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Zanieb Oni	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nadine Alleyn	Parent Elected Member	
Tedora Almonte	Parent Elected Member	
Eric Jewell	Parent Elected Member	
	CBO Representative, if applicable	
Walter Brown	Member/UFT	
Tom Hendricks	Member/UFT	
Chris Purcell	Member/UFT	
	Member/	

Signatures attached

** 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.

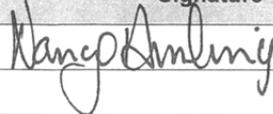
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Nancy Armling	Principal	<i>Nancy Armling</i>
Leia Petty	UFT Chapter Leader	<i>Leia Petty</i>
Nellis Castillo	PTA President	<i>Nellis Castillo</i>
Colin Clarke	DC 37 Representative	<i>Colin Clarke</i>
Nadene Alleyne	Parent Elected Member	<i>Nadene Alleyne</i>
Tedora Almonte	Parent Elected Member	<i>Tedora Almonte</i>
Eric Jewell	Parent Elected Member	<i>Eric Jewell</i>
Walter Brown	UFT Member	<i>Walter Brown</i>
Tom Hendricks	UFT Member	<i>Tom Hendricks</i>
Chris Purcell	UFT Member	<i>Chris Purcell</i>
Neil Narayan	Student Representative	<i>Neil Narayan</i>
Zanieb Oni	Student Representative	<i>Zanieb Oni</i>

← This signature is on the next page. All Members have signed.

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ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, all students will show progress in analyzing informational texts and writing arguments as evidenced by a 5% passing rate increase on the English Regents.

Comprehensive needs assessment:

The Common Core State Standards (CCSS), the New York Citywide Instructional Expectations and Learning Environment Survey all reference student ability to draw evidence from literary or informational texts to support analysis in writing an opinion or argument. A comprehensive review of our school's educational program, informed by our DYO and LES data, indicates 65% of our students have mastered this skill or engage in the practice more than five or more times per year.

Instructional strategies/activities:

By February 2013, teachers will develop collaborative lessons that incorporate the analysis of informational texts and the writing of effective arguments or opinions based on that analysis. The principal and/or AP will supervise this.

Teachers meet weekly in cohort teams and discipline teams to assess student work and plan lessons that incorporate the analysis of informational texts and the writing of effective arguments or opinions based on that analysis. Grade teams will also develop a rubric to assess the use of informational texts to support an opinion or argument.

By February 2013, Hudson curriculum archives will include a cohort specific teacher-developed unit of study aligned to the Common Core, including tasks, activities and rubrics that support student development in the analysis of informational texts and the writing of effective arguments or opinions based on that analysis.

Teachers, administrators and coaches will collaborate to create assessments to measure baseline capacity and improvement. The first baseline task will serve as our Fall DYO and be implemented by November 1, 2012. After reviewing student data, teachers will develop and implement support and enrichment strategies. A second task will be administered by March 30, 2013 to measure student improvement.

Strategies to increase parental involvement:

Utilize Jupiter Grades and having other means of digital access to student work and teachers to ensure that parents can effectively support and monitor their child's progress.

Share information on the CCLS for Literacy and the school's anticipated strategies for implementing them in the curriculum at parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Provide 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.

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

Service and program coordination

Our instructional program includes Academic Support and Enrichment services. We also have after school tutoring, Saturday school and online resources. Our instructional leads, team leaders, mentors, coaches and administrators will coordinate all programs. All support personnel and coordinators are funded through Fair Student funding and Title 1.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, 78% of students will show progress in their ability to use mathematical constructs and explanations to explore the reasoning behind assertions while developing viable solutions to complex problems, as evidenced by our DYO and Performance Based Assessments.

Comprehensive needs assessment;

The Common Core State Standards (CCSS) and the New York Citywide Instructional Expectations reference student ability use mathematical constructs and explanations to explore the reasoning behind assertions while developing viable solutions to complex problems. A comprehensive review of our school's educational program, informed by our DYO and formative assessments, indicates 65% of our students have mastered this skill.

Instructional strategies/activities

By February, 2013 Teachers will develop collaborative lessons that incorporate the use of mathematical constructs and explanations to explore the reasoning behind assertions while developing viable solutions to complex problems. The principal and assistant principal will supervise this.

Teachers meet weekly in cohort teams and discipline teams to assess student work and plan lessons that use mathematical constructs and explanations to explore the reasoning behind assertions while developing viable solutions to complex problems. Grade teams will also develop a rubric to assess the use of informational texts to support an opinion or argument.

We will create assessments to measure baseline capacity and improvement. The baseline task will serve as our Fall DYO and be implemented by November 1, 2012. After reviewing student data, teachers will develop and implement support and enrichment strategies. A second task will be administered by March 30, 2013 to measure student improvement.

By February 2013 Hudson curriculum archives will include cohort specific teacher-developed units of study aligned to the Common Core, including tasks, activities and rubrics that support student development in the use of mathematical constructs and explanations to explore the reasoning behind assertions while developing viable solutions to complex problems.

Strategies to increase parental involvement

Utilize Jupiter Grades and having other means of digital access to student work and teachers to ensure that parents can effectively support and monitor their child’s progress.

Share information on the CCLS for Mathematics and the school’s anticipated strategies for implementing them in the curriculum at parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Provide 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.

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

Service and program coordination:

Our instructional program includes Academic Support and Enrichment services. We also have after school tutoring, Saturday school and online resources. Our instructional leads, team leaders, mentors, coaches and administrators will coordinate all programs. All support personnel and coordinators are funded through Fair Student funding and Title 1.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, 78% of students will show progress, or maintain mastery, in demonstrating their ability to self-monitor their learning progress by developing the personal dispositions and ICT skills necessary for college and career readiness as evidenced by a teacher developed Common Core –aligned unit of study.

Comprehensive needs assessment:

The Common Core State Standards (CCSS) and the New York Citywide Instructional Expectations reference student ability to self-monitor their learning progress by developing the personal dispositions and ICT skills necessary for college and career readiness. A comprehensive review of our school’s educational program, informed by our DYO’s and formative assessments, indicates less 65% of our students have mastered this skill.

Instructional strategies/activities:

By February 2013 Teachers will develop collaborative lessons that incorporate opportunities for students to self-monitor their learning progress by developing the personal dispositions and ICT skills necessary for college and career readiness.

Teachers meet weekly in cohort teams and discipline teams to assess student work and plan lessons that provide opportunities for students to self-monitor their learning progress by developing the personal dispositions and ICT skills necessary for college and career readiness. Grade teams will also develop a rubric to assess the personal dispositions and ICT skills to support students’ self-monitoring of their learning.

By February 2013 Hudson curriculum archives will include units of study that provide opportunities for students to self-monitor their learning progress by developing the personal dispositions and ICT skills necessary for college and career readiness. These units will be advisory based with options to customize for cohort and subject specific needs.

We will create assessments to measure baseline capacity and improvement. The baseline task will be implemented by November 1, 2012. After reviewing student data, teachers will develop and implement support and enrichment strategies. A second task will be administered by March 30, 2013 to measure student improvement.

Strategies to increase parental involvement:

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.

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.

Utilize Jupiter Grades and having other means of digital access to student work and teachers to ensure that parents can effectively support and monitor their child’s progress.

Share information on ICT and self-monitoring skills needed for College and Career success and the school’s anticipated strategies for implementing them in the curriculum at parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Provide 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.

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

Respect for All, PBIS, Our House Tutoring and Overcoming Obstacles are programs which support and foster the development of personal dispositions and ICT skills. All support personnel and coordinators are funded through Fair Student funding and Title 1.

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	Hudson High School of Learning Technologies' Academic Intervention program (Our House) utilizes all five components of research-based academic intervention: correctly targeted, explicit instruction, appropriate challenge, opportunity to respond and immediate feedback. The program is delivered via small group or one-to-one and is provided both before and after school.	Small group	After-School, extended day/week
Mathematics	Hudson High School of Learning Technologies' Academic Intervention program (Our House) utilizes all five components of research-based academic intervention: correctly targeted, explicit instruction, appropriate challenge, opportunity to respond and immediate feedback. The program is delivered via small group or one-to-one and is provided both before and after school.	Small group	After-School, extended day/week
Science	Hudson High School of Learning Technologies' Academic Intervention program (Our House) utilizes all five components of research-based academic intervention: correctly targeted, explicit instruction, appropriate challenge, opportunity to respond and immediate feedback. The program is delivered via small group or one-to-one and is provided both before and after school.	Small group	After-School, extended day/week
Social Studies	Hudson High School of Learning Technologies' Academic Intervention program (Our House) utilizes all five components of research-based academic intervention: correctly targeted, explicit instruction, appropriate challenge, opportunity to respond and immediate feedback. The program is delivered via small group or one-to-one and is provided both before and after school.	Small group	After-School, extended day/week

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Restorative Justice, Fairness Committee, Presentations, Group Counseling	Small group	After-School; during school; extended day/week
At-risk Services provided by the School Psychologist	Emergency care and urgent care are provided on an as needed basis.	Small group, one to one	After-School; during school; extended day/week
At-risk Services provided by the Social Worker	1:1 Counseling 1x / Week, Small Group Counseling 1x/ Week – Social Skills, Anger Management, Mediation	Small group, one to one	After-School; during school; extended day/week
At-risk Health-related Services	Hudson High School of Learning Technologies is part of the Bayard Rustin Campus and utilizes the Mount Sinai Health Clinic. The Mount Sinai clinic provides emergency, urgent care and routine care.	Individual	After-School; during school

HIGHLY QUALIFIED TEACHERS (HQT)

Hudson High School of Learning Technologies

Hiring Protocol, Rubric and Rationale – Spring 2012

Writing Prompt:

Opening a new school affords all stakeholders the opportunity to develop school culture, impact school climate and establish school-wide values and norms. What is your vision of your contribution to our new learning community?

Group Activity:

Essential Question: What can we learn from bridges?

Task: Develop interdisciplinary student challenges to explore the EQ.

- ✓ *Consider: ways to promote student developed focused questions to explore our EQ; possibilities for real world connections and opportunities for project-based learning experiences?*

Demo Lesson: Candidates prepare a twenty minute lesson for a group of 15 students. Students and teacher observers complete rubric and rate lesson.

Panel Interview:

Individual interviews will be allotted 15minutes; completion of the writing prompt 20 minutes and the group activity will be allotted 15 minutes.

Interview Questions:

- Each applicant will be asked to bring to the interview an **artifact** that they consider to be **evidence of student learning**. They will be asked to explain how this artifact reflects their teaching practice and the ways in which students learn. (3 minutes)
- How does inquiry encourage learning? (2 minutes)
- How would you use advisory to support student learning? (2 minutes)
- How have you used differentiated instruction? (2 minutes)
- Describe the ways in which you develop your professional practice? (2 minutes)

- What are you currently reading and what does it tell us about you? (1 minute)
- Is there anything else you would like us to know about you that might help us in making our hiring decisions? (2 minutes)

Hudson High School of Learning Technologies

Hiring Rubric – Spring 2012

Candidate's Name _____

Panel Member Name _____

Question	Dimension	Evidence
Bring an artifact that you consider to be evidence of student learning . Explain how this artifact reflects your teaching practice and your understanding of how students learn. (3 minutes)	Teacher Practice and Student Learning <i>Planning—clear learning outcomes—opportunities for students to collaborate and revise—real world connections—scaffolding—differentiation—technology— interdisciplinary connections—exhibition—evidence of inquiry</i>	
How does inquiry stimulate learning? (2 minutes)	Inquiry <i>Essential Questions—Focus Questions—Opportunities for students to ask questions—questioning to connect—questioning to deconstruct—</i>	
How would you use advisory to support student learning? (2 minutes)	Advisory <i>Connections—socio-emotional context for learning—leveraging relationships to build success—mentoring—home-school connections—early college planning—personalized student advocacy</i>	
How have you used differentiated instruction? (2 minutes)	Differentiated Instruction <i>Presenting in various mediums to address modalities—meeting students where they are—various means of assessment—value added assessments—core concepts matched with enrichment and supports</i>	

PARENT INVOLVEMENT POLICY (PIP)

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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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 with 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 promptly 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 Chris Groll/ Terry Byam	District 02	Borough Manhattan	School Number 437
School Name type here			

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

Principal Nancy Amling	Assistant Principal Dr. Gary Haber
Coach Kate Spence-Ado	Coach Monica White
ESL Teacher Thomas Hendricks / History - E	Guidance Counselor Emmanuel Blackett, SSW
Teacher/Subject Area Anastacia Brie / Science	Parent Teodora Almonte
Teacher/Subject Area Ken Chung / Mathematics	Parent Coordinator Elizabeth Rivera, CA
Related Service Provider	Other
Network Leader Terry Byam	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	8
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	226	Total Number of ELLs	20	ELLs as share of total student population (%)	8.85%
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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. When a new student, who may be an English Language Learner, comes to our school, a certified ESL teacher conducts an informal oral interview in English and in Spanish as well as administers the Home Language Identification Survey (HLIS). If the family's native language is a language other than a language one of our pedagogues speaks, will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. A certified ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

Before the NYSESLAT administration window opens, the ESL teacher meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teachers administer the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teachers throughout the testing window in a separate location.

2. Twice a year, in the Fall and in the Spring, the Community Associate and a certified ESL teacher have a workshop to explain the program for ELL students. Workshops are conducted, with translation available in the parents' native language, and the content of the workshops is based on the EPIC toolkit. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, our website and letters mailed home to ensure all parents attend this workshop. When our school receives new students throughout the year, we invite parents for an individual meeting or one-on-one phone call to provide them with the information, within one month of when the student enters.

3. The Community Associate sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students and by placing phone calls. Since all parents attend the program choice workshop at the beginning of the school year, we remind them at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit.

4. Identified ELL students are placed in the program chosen for them by their parents after the program choice workshop is attended. If an ESL instructional program is chosen, we meet with the parents and student to explain to them (in their native language) exactly what this program looks like at our school and what the student's schedule will be. If a bilingual program is chosen, and 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting.

5. A majority of parents have chosen the Freestanding ESL instructional program.

Freestanding ESL:

20 (2011-2012)

Bilingual :
0 (2011-2012)

6. Yes, our program models are aligned with parent requests. One request we received from ELL parents was to provide additional support services throughout the school day and after school. We responded by adding a digital language acquisition program to our course offerings, as well as translation services available online throughout the day. We have also lengthened our school day and have set a goal to expand our course and support offerings during this time.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										12	8			20
Total	0	0	0	0	0	0	0	0	0	12	8	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	6
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4			10			6			20
Total	4	0	0	10	0	0	6	0	0	20

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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): 18 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: Asian: 2 Hispanic/Latino: 18

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										7	11			18
Chinese										1	1			2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	8	12	0	0	20								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1. a. Instruction is delivered through Push-In (Co-Teaching) and Pull-Out services. Advanced ELLs in each stream receive one period of push-in support from an ELL teacher each day. Intermediate ELLs in each stream receive three periods of push-in. Beginners receive four period of push-in support form an ELL teacher, one period of pull-out support, and one additional online language acquisiton class. Each grade follows a block model, with a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with Heterogeneous classes. This gives students the opportunity to interact with peers and discuss ideas and projects. Instruction is based on projects and group work, which allows for multiple forms of assessments. Our instructional practices assess aspects of English that students need to know and apply to succeed in content areas.

2. a.

Beginner ELLs:

120 minutes per day – Push-In (Co-Teaching) with certified ESL teacher

45 minutes per week – Pull-Out with certified ESL teacher

70 minutes per day – After school academic intervention with certified ESL teacher

Intermediate ELLs:

100 minutes per day – Push-In (Co-Teaching) with certified ESL teacher

Advanced ELLs:

70 minutes per day – Push-In (Co-Teaching) with certified ESL teacher

3. Our school is structured into instructional teams. All teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class. All teachers are given time to discuss student progress and develop instructional plans that scaffold learning for each student. In addition to circular six assignments, ELL teachers meet with grade teams once a week, which enables them to discuss the needs of individual and groups of students. The ELL teachers make up one of our instructional departments. The ELL department head participates in weekly Instructional Cabinet meetings with administration and other department heads once a week. In addition, the ELL department meets once a week to discuss matters pertaining to instruction, compliance, etc.

A. Programming and Scheduling Information

Many of our students who struggle with academic skills are assisted by other students who are part of their cooperative learning groups. These peer-tutors serve as resources to help learn both content and English language skills. As a result, students who at the beginning level of English language acquisition are assisted through their native language with skills that demonstrate competency in content as well as language transfer skills. Intermediate and Advanced students sharpen their language skills through presentations and portfolio construction. There are extensive extracurricular activities including campus-wide arts and sports as well as after school tutoring.

4. A certified ESL teacher conducts an informal oral interview in English and in Spanish as well as administers the Home Language Identification Survey (HLIS). If the family's native language is a language other than a language one of our pedagogues speaks, will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. A certified ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

5. a. SIFE students are identified at the beginning of the year by a certified ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school and by a certified ESL teacher.

5. b. In addition to push-in services, co-teaching, and pull-out services during the school day, our newcomer ELLs receive additional support after school from a certified ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

5. c. These ELL students receive push-in services, co-teaching, and pull-out services during the school day. They also attend after school where they receive academic interventions and addition support from a certified ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

5. d. These ELL students receive push-in services and co-teaching during the school day. All LTEs work with Keystone for one hour every day as an academic intervention for reading and writing in English. LTEs are also provided additional services during the advisory period twice a week where students receive ESL strategies focused on learning academic English with an emphasis on reading and writing. Here ELLs are given strategies in academic English and the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). In addition, content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

6. ELL students who are also identified as having special needs also receive push-in services, co-teaching, and pull-out services during the school day. They attend after school where they receive academic interventions and additional support from the ESL teacher and Special Education teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teachers also collaborate with the Special Education teachers to ensure they are working towards the goals on the student's IEP.5. Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 70 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills.

7. During the school day: We utilize a push in, co-teaching, and pull-out model across all grades to provide ELL services during the school day. Two of our ESL teachers push into content area classes and co-teach with the general education teacher two periods a day. Beginner and Intermediate students also receive a period a day of pull-out support and all 9th grade ELLs receive a period of writing instruction a day. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.

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:			

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

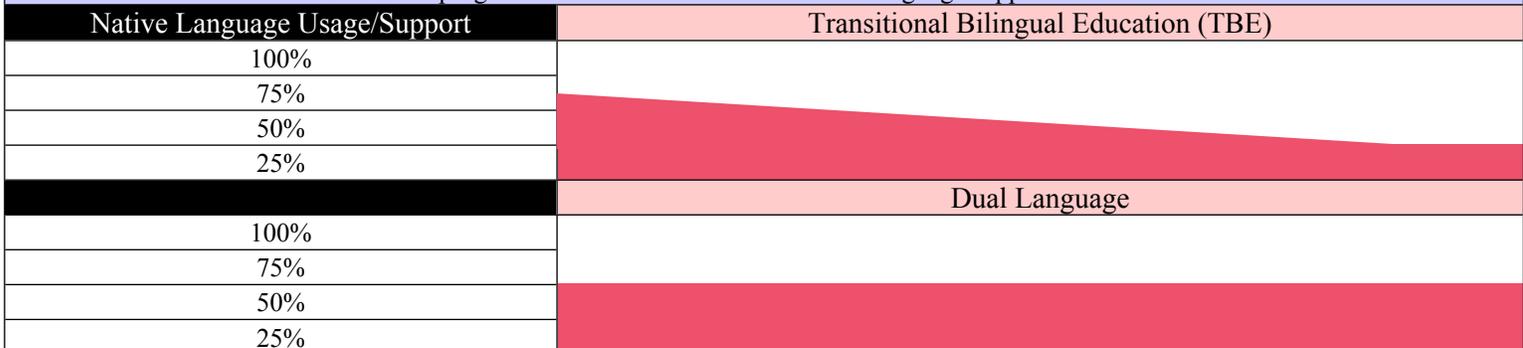
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 in each grade receive services in a general education setting with Heterogeneous classes. In addition, all beginner ELLs are enrolled in a 9th period class that provides this particular subgroup extra support each day. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer.

9. Former ELLs receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

10. This year we are purchasing a curriculum to support our Beginner ELLs, as well purchasing more technology to support all of our ELLs.

11. None

12. In our model, ELL students' native language skills are strengthened through thematic units through History and Language Arts. These units are taught in our pull-out support during the school day as well as after school during 9th period.

13. We have supplemental resources for all ELL and Core Subject area teachers

14. Advanced ELLs in each stream receive one period of push-in support from an ELL teacher each day. Intermediate ELLs in each stream receive three periods of push-in. Beginners receive four periods of push-in support from an ELL teacher, one period of pull-out support, and one additional online language acquisition class.

15. Yes

16. Instruction is delivered through Push-In (Co-Teaching) and Pull-Out services. Advanced ELLs in each stream receive one period of push-in support from an ELL teacher each day. Intermediate ELLs in each stream receive three periods of push-in. Beginners receive four periods of push-in support from an ELL teacher, one period of pull-out support, and one additional online language acquisition class. Each grade follows a block model, with a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with Heterogeneous classes. This gives students the opportunity to interact with peers and discuss ideas and projects. Instruction is based on projects and group work, which allows for multiple forms of assessments. Our instructional practices assess aspects of English that students need to know and apply to succeed in content areas.

17. Our online language courses offers all students the choice to study Spanish, French, German, Italian or Chinese.

C. Schools with Dual Language Programs

<ol style="list-style-type: none"> 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)?
<ol style="list-style-type: none"> 1. N/A 2. N/A 3. N/A 4. N/A 5. N/A

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> 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.
<p>Professional development is provided by school staff, school consultants, other support organizations during common planning time, weekly grade and department meetings, and on-site PD sessions. Off-site professional development opportunities are also offered to teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class.</p> <p>In addition to circular six assignments, ELL teachers meet with grade teams once a week, which enables them to discuss the needs of individual and groups of students. During our monthly targeted PD sessions, the ESL teachers provide professional development by presenting strategies and interventions that will support our ELLs, including our LTE, population. Some of these sessions may include Scaffolding in the Content Areas, Native Language Literacy Development, ESL in the Mathematics Classroom, Differentiation in the ESL Classroom, Using Manipulatives and Technology to Enhance Instruction, etc. The weekly team time will also be a place for teachers to turnkey “best practices” learned at QTEL and/or other off-site workshops.</p> <ol style="list-style-type: none"> 2. We provide professional development on ELLs provided by the ESL teacher and Administrative Team during Curriculum Week and at our August and September whole staff meeting sessions prior to the start of the new school year. 3. These minimum requirements are met as described above in question #1.

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. Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children’s schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

All parents are encouraged to attend our monthly Parent Association meetings. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, special events, and Back to School Night, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

2. Our school provides information about services at outside facilities for ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These outside agencies include:
- Community Board : Provides workshops and resources for ELL parents.
 - Nos Quedamos: Provides workshops for ELL parents on topics such as navigating through court, housing rights, domestic violence, and any other issues suggested by the parents.
 - Committee on Special Education (CSE): Provides workshops for ELL parents that are language specific and for students with disabilities.
 - Human Rights Commission: Provides information on human rights issues.

3. We evaluate the needs of parents by conducting surveys as well as having informal discussions at parent meetings and making phone calls home.

4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services.

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)										2	1			3
Intermediate(I)										6	1			7
Advanced (A)										4	6			10
Total	0	0	0	0	0	0	0	0	0	12	8	0	0	20

NYSESLAT Modality Analysis

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6							0
7							0
8							0
NYSAA 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									0
7									0
8									0
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
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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. We use Performance Series and DY0 exams to assess the literacy skills of our ELLs at the beginning of each year. We use the results from these assessments, as well as NYSESLAT and Regents results, to guide us in our programming and determine the type of support our students and teachers will need. The majority of our ELLs need additional support with building reading and writing skills, therefore we have scheduled them for additional ELA support during the school day as well as after school. We are also providing more PD opportunities to help develop our teachers' teaching strategies in these areas. (please see Part V: Assessment Analysis)

2. As students move through our school (from 9th grade to 10th to 11th to 12th), they will steadily increase their proficiency levels (from Beginner to Intermediate to Advance to Proficient). Therefore, by 12th grade, we have more students who are at the Advanced level as well as more students who scored Proficient on the NYSESLAT than in the lower grades.

3. After examining the NYSESLAT modality results, we see that students across all grades generally score higher on the listening/speaking portion of the exam, with many students scoring Proficient; and lower on the reading/writing portion of the exam, with no students scoring Proficient.

Depending on the modalities the students are more/less proficient in, content area teacher will incorporate more mini-lessons with that modality. In addition, work will be done during 9th period as well as in the pull-out ESL classes to provide further support to students, particularly in reading and writing.

4. a. As students spend more time in our school, we see that their proficiency levels increase. The more time they spend with academic interventions (during and after school), proficiency increases. We provide students with tests in English and their native languages; however, since they do not have this option for the ELA Regents, this is the exam students have the most difficulty.

4. b. Administrators and teacher teams have data meetings to review ELL assessments and use the results to drive instruction. Results are also reviewed at ELL department team meetings and shared with grade teams. Interventions and strategies are discussed during these meetings as well as during common planning times, and then implemented in classes.

4. c. We are learning that we still have work to do with helping ELLs in content areas gain academic proficiency, particularly in reading and writing.

5. a. N/A

5. b. N/A

5. c. N/A

6. Every year, we look at our assessments and student grades and compare this data to previous years. We also look at Performance Series and Acuity results in English and Math. We can see which teachers are more effective with ELLs and use that information to see how and where to adjust our program.

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.

Part VI: LAP Assurances

School Name: Hudson High School

School DBN: 02M437

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m437 **School Name:** Hudson High School of Learning Tech

Cluster: CFN **Network:** 404

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.

Using the data gathered from the HLIS and UPPG reports in ATS, information provided on students' emergency contact cards and results of the informal interviews with students, we are able to assess the translation and oral interpretation needs of our school community.

We have on site bilingual personnel to assist parents with any needs. Our bilingual Parent Coordinator communicates with parents via telephone, personally and through use of Phone Master in addition to correspondence to keep parents informed as well as to ascertain any further needs they may have that we might address.

All information is distributed to parents in both English and in their native languages.

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.

Our findings, shared with the school community via written correspondence, indicate that of the nine primary languages identified by the Department of Education, we have more than 10% of our population requiring translation/interpretation services in Spanish and Chinese (25 parents who need translation/interpretation services in Spanish and 4 in Chinese).

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.

All school written communications regarding parent/teacher conferences, students' progress and attendance, school activities, etc. are translated by in-house staff into Chinese and Spanish. Critical documents translated by the Translation and Interpretation Unit of the DOE are also provided.

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.

When parents in need of interpretation services come to the school for any reason, bilingual teachers and counselors are on hand to provide the interpretation services. On Open School Evening and Afternoon, parents are made aware of the availability of DOE-provided interpretation services.

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>.

Parents are notified of translation and interpretation services at orientation meetings, via letters sent home and via telephone using the Phone Master.

