



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ANDRIES HUDDE  
**DBN (i.e. 01M001):** 22K240  
**Principal:** ELENA S. O'SULLIVAN  
**Principal Email:** EOSULLI@SCHOOLS.NYC.GOV  
**Superintendent:** DR. RHONDA FARKAS  
**Network Leader:** JULIA BOVE

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Elena S. O’Sullivan	*Principal or Designee	
Deborah Sarria	*UFT Chapter Leader or Designee	
Modupe Gillis Gomes	*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	
Katie Blouse	Member/ <b>Elected UFT</b>	
Kristine Fisher	Member/ <b>Elected UFT</b>	
Hilary Hadar	Member/ <b>Elected UFT</b>	
Charlene Corbett	Member/ <b>Elected Parent</b>	
Cheryldine Rodriguez	Member/ <b>Elected Parent</b>	
Vanessa Summers	Member/ <b>Elected Parent</b>	
Sovinka Ellis	Member/ <b>Elected Parent</b>	
Sherrand Mclean Hawker	Member/ <b>Elected Parent</b>	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, 3-5% of students will improve performance in ELA by one level as measured by the NYS ELA exam and performance tasks through the implementation of the new Common Core aligned instructional materials and the development of units of study.**

### **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 2013 spring NYS ELA exam, 15.2% of students scored at Level 3 or 4. School average proficiency on the NYS ELA exam is 2.38%.**

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- 1. All students are engaged in academically rigorous common core aligned curricula through the Scholastic Code X program. This program will increase students' reading comprehension through strategies for identifying evidence, scaffolding, determining word meaning through context, and writing academic essays. Teachers deliver the curriculum through the use of Danielson's Framework (FfT) to ensure quality planning, preparation and delivery of lessons utilizing DOK of questioning and strategies utilized to develop higher order conversations/discussion techniques.**
- 2. Sixth grade students are engaged in the Middle School Quality Initiative which provides an intensive reading program to develop their reading comprehension skills. Word Gen is a program that is used during the day to increase general and academic vocabulary. The program includes an interdisciplinary component that involves teachers in all four core academic subjects. Word Gen has been introduced to the seventh and eighth students, as well to strengthen their academic vocabulary.**
- 3. Special Education and ELL students have full access to the general education curriculum, including Code X, MSQI, and Word Gen. Special Education students receive supplemental instruction according to their IEPs and recommended programs. ELL students, including SIFE, receive instruction in ESL classes, push-in and pull-out groups that are aligned to the general education curriculum maps. They also receive supplemental instruction through Achieve 3000.**
- 4. Beginning in January 2014, at-risk students will receive additional ELA instruction through a Saturday program that will reinforce content taught during the regular week and build their foundational reading and writing skills.**

#### **B. Key personnel and other resources used to implement each strategy/activity**

- 1. Teachers meet collaboratively in grade and department inquiry teams at minimum twice a week to review student progress, align lesson planning, and create formative assessments. Teachers adjust units of study according to student work and identified need for modification and enrichment. The ELA Department meets in a school-wide monthly meeting with the Assistant Principal to discuss progress and align implementation of the curriculum across grades.**
- 2. The MSQI coordinator (D Sarria) works with the CAMBA (CBO) staff to make sure that the Harvard Ed Reading Lab is implemented to selected 6<sup>th</sup> grade students and the CAMBA staff provides enrichment activities and homework help to the remaining 6<sup>th</sup> grade students. MSQI Coordinator and selected 6<sup>th</sup> grade teachers attend Professional Development sessions in reference to MSQI, reading comprehension, and literacy skills.**
- 3. Special Education and ELL teachers meet collaboratively with content area teachers as well as departments in order to align implementation of the common core curriculum and ensure full access for IEP and ELL students. Teachers of ELLs will be providing an after school 2 hour session of remedial math and ELA instruction to beginner and intermediate level students.**
- 4. Selected teachers will lead classes during the Saturday program in ELA and math for students who received a level 1 on either NYS exam.**

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. Students complete common formative assessments and unit assessments for each Code X unit and teachers analyze results during weekly inquiry team meetings to determine progress and modify instruction. Throughout the year, we anticipate a school-wide trend of improvement on the unit assessments. Students also engage in the NYC Performance Assessments as a Measure of Student Learning. Teachers and administrators will analyze the results of the baseline, benchmark, and final assessments for patterns and trends to inform instructional decisions.**
- 2. Sixth grade students took Degrees of Reading Power (DRP) in September 2013 and will take a benchmark in January 2014 and a final assessment in May 2014 to assess their increase in reading comprehension skills.**

3. Special Education and ELL students participate in the same assessments as general education students (with the exception of NYSAA students) and ELL students will take the NYSESLAT. Progress will also be evaluated based on special education students meeting or making progress toward meeting their IEP goals.
  4. Effectiveness of the Saturday program will be evaluated based on progress on the NYS math and ELA exams compared to last year as well as performance tasks and 3<sup>rd</sup> party assessments.
- D. Timeline for implementation and completion including start and end dates**
1. The common core curriculum was implemented in September 2013 and will conclude in June 2014. The goal will be met by the administration of the NYS ELA exam in April 2014.
  2. MSQI programs began in September 2013 and will conclude in June 2014. DRP was administered in October 2013 and will be administered again in January and May 2014.
  3. The Title III after school program will begin in January 2014 and end in May 2014.
  4. The Saturday Program will begin in January 2014 and end in May 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Students are programmed to have 7-8 reading periods per week for the entire school year. At-risk students receive additional instruction during the 50 minute extended day period twice a week.
  2. Sixth grade students engage in an after school program from 2:20pm to 4:45pm every day. Select at-risk students receive an intensive reading program for one hour every day, plus homework help and enrichment activities for the second hour of the program. The program is funded through the MSQI grant and funds are disbursed to CAMBA (CBO).
  3. ELLs and Special Education students have the opportunity to use the Achieve 3000 program during the school day, in addition to their standard 7-8 reading periods. Achieve 3000 was funded through last year's SIFE grant. The Title III after school sessions (2 hours, 1 time per week) and PD for teachers (1 hour, 4 sessions) are funded through Title III funds.
  4. The Saturday program is 3 hours per session. The first session is devoted to Professional Development and there will be 12 sessions in total with 8 teachers. The program is funded through city funding for level 1 and overage students who were not mandated to attend summer school.

**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).

Our school will further encourage school-level parental involvement by holding an annual Title I Parent Curriculum Conference which includes a focus on the Common Core ELA curriculum, hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year, including Literacy Night, and encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ol style="list-style-type: none"> <li>1. NYS STVP Software Voucher</li> <li>2. NYSTL Library Books</li> <li>3. Contract for Excellence</li> <li>4. ARRA RTTT – Data Specialist</li> </ol>											

**Goal and Action Plan #2**

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 2014, 3-5% of students will improve performance in mathematics by one level as measured by the NYS Math exam, third party assessments, and performance tasks through the implementation of the new Common Core aligned instructional materials and the development of units of study.**

**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 2013 spring NYS Math exam, 20.3% of students scored at Level 3 or 4. School average proficiency on the NYS Math exam is 2.46%.**

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- 1. All students are engaged in academically rigorous common core aligned curricular through the Pearson CMP3 program. This program will increase students' mathematics fluency through building number sense, encouraging mathematic reasoning, and collaborative problem solving. Teachers deliver the curriculum through the use of Danielson's Framework (FFT) to ensure quality planning, preparation and delivery of lessons utilizing DOK of questioning and strategies utilized to develop higher order conversations/discussion techniques.**
- 2. Teachers and students also have access to online resources such as videos and supplemental activities through the Pearson CMP3 program.**
- 3. Special Education and ELL students have full access to the general education Math curriculum. Special Education students receive supplemental instruction according to their IEPs and recommended programs. ELL students, including SIFE, receive instruction in ESL classes, push-in and pull-out groups, that are aligned to the general education curriculum maps. ELL students also receive academic support through the after school Title III program.**
- 4. Beginning in January 2014, at-risk students will receive additional mathematics instruction through a Saturday program that will reinforce content taught during the regular week and build their foundational mathematics skills.**

#### **B. Key personnel and other resources used to implement each strategy/activity**

- 1. Teachers meet collaboratively in grade and department inquiry teams at minimum twice a week to review student progress, align lesson planning, and create formative assessments. Teachers adjust curriculum maps according to student work and identified need for modification and enrichment. The Math Department meets in a school-wide monthly meeting with the Assistant Principal to discuss progress and align implementation of the curriculum across grades.**
- 2. Teachers review supplemental resources during teacher team meetings and utilize the resources during the regular school day and extended day program.**
- 3. Special Education and ELL teachers meet collaboratively with content area teachers as well as departments in order to align implementation of the common core curriculum and ensure full access for IEP and ELL students. Teachers of ELLs will be providing an after school 2 hour session of remedial math and ELA instruction to beginner and intermediate level students.**
- 4. Selected teachers will lead classes during the Saturday program in ELA and math for students who received a level 1 on either NYS exam.**

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. Students complete unit assessments for each CMP3 unit and teachers analyze results during weekly inquiry team meetings to determine progress and modify instruction. Throughout the year, we anticipate a school-wide trend of improvement on the unit assessments. Students also engage in the Scantron 3<sup>rd</sup> party assessment as a Measure of Student Learning. Teachers and administrators will use SchoolNet to analyze the results of the baseline, benchmark, and final assessments for patterns and trends to inform instructional decisions.**
- 2. Effectiveness of CMP3 supplemental resources is evaluated alongside the common core math curriculum using the NYS math exam, unit assessments, and 3<sup>rd</sup> party assessments.**
- 3. Special Education and ELL students participate in the same assessments as general education students (with the exception of NYSAA students) and ELL students will take the NYSESLAT. Progress will also be evaluated based on special education students meeting or making progress toward meeting their IEP goals.**
- 4. Effectiveness of the Saturday program will be evaluated based on progress on the NYS math and ELA exams compared to last year as well as performance tasks and 3<sup>rd</sup> party assessments.**

#### **D. Timeline for implementation and completion including start and end dates**

- 1. The common core curriculum was implemented in September 2013 and will conclude in June 2014. The goal will be met by the administration of the NYS math exam in April 2014.**
- 2. The common core curriculum was implemented in September 2013 and will conclude in June 2014. The goal will be met by the administration of the NYS math exam in April 2014..**
- 3. The Title III after school program will begin in January 2014 and end in May 2014.**
- 4. The Saturday Program will begin in January 2014 and end in May 2014.**

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Students are programmed to have 7-8 math periods per week for the entire school year. At-risk students receive additional instruction during the 50 minute extended day period twice a week.
2. Supplemental resources are used during the regular math and extended day programs.
3. The Title III after school sessions (2 hours, 1 time per week) and PD for teachers (1 hour, 4 sessions) are funded through Title III funds.
4. The Saturday program is 3 hours per session. The first session is devoted to Professional Development and there will be 12 sessions in total with 8 teachers. The program is funded through city funding for level 1 and overage students who were not mandated to attend summer school.

**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).

Our school will further encourage school-level parental involvement by holding an annual Title I Parent Curriculum Conference which includes a focus on the Common Core math curriculum, hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year, including Math Night, and encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. ARRA RTTT – Data Specialist
2. NYS STVP Software Voucher
3. Contract for Excellence

**Goal and Action Plan #3**

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 2014, 6-8% of the ELL students (105) will improve their performance in Math and ELA through the implementation of the Common Core aligned material as measured by the NYS exams, NYSESLAT, 3<sup>rd</sup> party assessments, NYC performance assessments, and unit assessments.**

**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 percentile growth of the ELLs in the 2012-13 school year, 29.9% of ELLs were at the 75<sup>th</sup> growth percentile or higher as measured by the NYS ELA exam. 45.9% of ELLs were in the same growth percentile as measured by the NYS math exam. In order for the students to continue to increase their reading and their math skills, extra support is needed. This extra support will be provided as stated in the Instructional Strategies/Activities section.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. All ELLs have full access to the general education units of study and Common Core aligned instructional material including Scholastic Code X, Pearson CMP3, Word Gen and the Middle School Quality Initiative (sixth grade ELLs). Teachers deliver the curriculum through the use of Danielson's Framework (FFT) to ensure quality planning, preparation and delivery of lessons utilizing DOK of questioning and strategies utilized to develop higher order conversations/discussion techniques.
2. All ELLs, at beginner and intermediate levels, attend a Title III supplemental instruction program that will begin in January 2014.
3. English Language Learners use Achieve3000 to conduct leveled reading and writing exercises that will track their progress by reading level over time.

The program is used during the regular ESL program and there are additional opportunities for students to complete activities during the day and after school.

4. SIFE students participated in a grant-funded program last year that included additional instruction, a SIFE inquiry team, and SIFE parent workshops. Many of the resources from the grant, including Achieve3000, are still being used this year. We have also reapplied to the grant program for the 2013-14 school year.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers of ELLs meet collaboratively as an inquiry team at minimum twice a week to review student progress, adapt general education units of study for the unique needs of ELLs, and create formative assessments. Teachers of ELLs also participate in other departmental conferences for alignment through Common Core subject areas.
2. Four teachers will lead the Title III after school classes. Two of the teachers have ESL licenses and two are content area teachers.
3. All teachers of ELLs and special education students received Professional Development from a representative of Achieve3000 on use of the system. Teachers use the program during regular classes as well as the Title III after school program.
4. The SIFE inquiry team consists of an administrator, guidance counselor, data specialist, ELL teachers and content teachers. If funded, members of the team will attend PD and hold weekly morning meetings to discuss student progress.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. ELLs complete formative and unit assessments for each Code X and CMP3 unit and teachers analyze results during weekly inquiry team meetings to determine progress and modify instruction. Throughout the year, we anticipate a school-wide trend of improvement on the unit assessments. ELLs also engage in the NYC Performance Assessments as a Measure of Student Learning. Teachers and administrators will analyze the results of the baseline, benchmark, and final assessments for patterns and trends to inform instructional decisions. Sixth grade ELLs took Degrees of Reading Power (DRP) in September and will take a benchmark in January 2014 and a final assessment in May 2014 to assess their increase in reading comprehension skills.
2. Effectiveness of the Title III after school program is evaluated using the NYSESLAT and NYS math and ELA exams as well as performance tasks and 3<sup>rd</sup> party assessments.
3. On Achieve3000, teachers monitor Lexile level throughout the year and adjust the difficulty of selected reading passages for each student's unique needs.
4. The SIFE inquiry team meets weekly (pending grant funding) to review the progress of individual SIFE and create learning plans to target and track their progress. Effectiveness will be evaluated based on SIFE students meeting individual goals and showing progress on performance assessments, NYS exams, and the NYSESLAT.

**D. Timeline for implementation and completion including start and end dates**

1. ELL classes begin in September 2013 and will conclude in June 2014. The goal will be met by the administration of the NYS ELA exam, NYS Math exam, NYSESLAT, and final performance assessments in April and May 2014.
2. The Title III after school program will begin in January 2014 and end in May 2014.
3. Achieve3000 is available for teacher and student use from September 2013 through May 2014 and will be extended if grant funds are approved.
4. Program start and end dates are pending grant funding.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. ELL students receive instruction in self-contained math and ELA classes.
2. The Title III after school sessions (2 hours, 1 time per week) and PD for teachers (1 hour, 4 sessions) are funded through Title III funds.
3. Achieve3000 is used during the regular school day and the Title III program.
4. Pending grant funding

**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).

Our school will further encourage school-level parental involvement by holding an annual Title I Parent Curriculum Conference which includes a focus on the Common Core math and ELA curriculum, hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year, including Literacy Night and Math Night, and encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee. Translation services are available at all parent events and all critical school documents are translated to ensure full participation for families of ELLs. Additionally, the ELL Coordinator holds quarterly workshops on topics specific to ELLs and their families.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
<ol style="list-style-type: none"> <li>1. NYS STVP Software Voucher</li> <li>2. SIFE Grant</li> <li>3. ARRA RTTT – Data Specialist</li> </ol>								

**Goal and Action Plan #4**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- B. Key personnel and other resources used to implement each strategy/activity**
  - 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
- D. Timeline for implementation and completion including start and end dates**
  - 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>1. <u>Tier 1: CORE</u></p> <p><b>A. Curriculum and academic/behavioral instruction; universal supports</b></p> <p><b>B. Universal screening and progress monitoring and instructional/behavioral interventions</b></p> <p><b>C. Strategies and resources include:</b></p> <ul style="list-style-type: none"> <li>• Use of visual aids</li> <li>• Highlight essential information</li> <li>• Give clear behavioral objectives</li> <li>• Explain grading criteria and rubrics</li> <li>• Get students to repeat instructions</li> <li>• Use of high-interest materials and structures: Scholastic Code X, Ready NY CCLS, Word Generation, CARS/STARS Assessment and Instruction, Use of On-line resources, Think/Pair/Share, On-demand writing and Socratic Seminar.</li> </ul> <p>2. <u>Tier 2: Additional support assigned to individual students based on DRP data,</u></p>	<p>Method for delivery of service includes one-to-one, small group and whole group instruction</p>	<p>Services are provided during the school day, after school and on Saturdays.</p>

	<p>as well as teacher referral. Specifically an extra 40 minute period is given that focuses on a particular need and/or weakness.</p> <p>A. Systematic instruction that is more teacher directed.</p> <p>B. Strategic Reading toolkit created by the MSQI is being used.</p> <p>3. <u>Tier 3</u>: In extreme cases, students who are unable to demonstrate progress will receive Tier 3 intervention. This may include usage of the Wilson Reading System and/or one to one pull-out at a higher frequency and duration.</p>		
<p>Mathematics</p>	<p>Students are assessed based on recommendation of the classroom teachers. The assessment used is the Performance Series online to determine their particular areas of strengths and weaknesses. This report is used in conjunction with ARIS, State exams and Performance Tasks as an assessment detail report of the child. Use of CCLS aligned CMP3 and Oncore Mathematics Program, CCLS aligned Performance Tasks, and Access to CMPS online Dashboard and BrainPop.</p> <p>Within each unit are opportunities for students to demonstrate their understanding of the curriculum through a variety of formative assessments provided by the CCLS aligned curriculum, CPM3 and teacher created assessments. Students are continually assessed and grouped based on their strengths and weaknesses.</p>	<p>The format of intervention is a small group pullout where remediation is done via technology to target specific areas of weaknesses. Students are grouped based on their strengths and weaknesses.</p> <p>Method for delivery of service includes one-to-one, small group and whole group instruction.</p>	<p>During the 50 minutes, (Extended Day) teachers are using a variety of resources that specifically target areas of weakness of the individual student.</p>
<p>Science</p>	<p>Science teachers have worked</p>	<p>Students are grouped based on their</p>	<p>Those selected students, who need</p>

	<p>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. Reading strategies aligned with the CCLS of the ELA strands are infused with the learning of the Science content.</p>	<p>strengths and weaknesses.</p>	<p>further remediation, will receive an extensive academic program throughout the year.</p>
<p><b>Social Studies</b></p>	<p>Social Studies teachers 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 BrainPop, Discovery Education and the web-based World Book, in addition to other resources. 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>Method for delivery of service includes one-to-one, small group and whole group instruction.</p>	<p>Students who are in need of further remediation are provided on-going opportunities to meet with the teachers both during the school day (lunch periods), as well as during the extended day period of instruction.</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>The school psychologist's role is to provide support to students that have difficulties coping with the pressures of family, friends and academics.</p> <p>During the school day, the social worker works with both mandated</p>	<p>During the school day, the main focus is the 6<sup>th</sup> grade students who struggle to transition from the elementary school to middle school. (small groups)</p>	<p>Students meet once a week during elective class periods.</p>

**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 three students at risk for health related services and zero 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.**

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**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 learning communities, which allow for highly specific development for our staff members.**

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Teachers high quality professional development include biannual staff development days, which allow 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. These professional development conferences help the teachers maintain a high qualified standard of professionalism.**

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**As a Title I 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 I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal. Students in Temporary Housing receive free metro cards, uniforms, clothing, school supplies and counseling to support their academic achievement.**

**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 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.**

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**The measurement of the student learning committee selected the initial pre-assessments for Math, Social Studies, Science and English Language Arts. The Math Department assessed the students using the Performance Series. The ELA, Science and Social Studies Departments assessed the students using the city wide Performance assessments. The teachers met as departments and grades to review the rubrics and then again to mark the assessments. This was done so that the assessments would be aligned school wide.**

**The Math Department used the results of the Performance Series to plan differentiated lessons so that the needs of each student are met and the Common Core Standards are aligned in every Math class. Teachers meet during common planning time during the day and on Thursday afternoons during Professional Development time. They review the results and plan lessons across the grade level. This is done under the leadership of Jessica Klett, the Peer Instructional Coach. The Math classes also were assessed using the periodic assessment from the Pearson Publishing Group. These results are posted on Schoolnet.com. Teachers use these results for remediation and lesson planning.**

**The ELA, Science and Social Studies Departments will utilize the data from the Performance assessments to plan curriculum and classroom assessments. They meet throughout the week during common planning time and on Thursday afternoons during Professional Development time. There are ongoing classroom observations of teachers and individual Professional Development sessions with administrators. Teachers are encouraged to visit with our Demonstration Teachers and Peer Intervention Coaches for assistance with classroom management and lesson planning.**

**Special Ed teachers received Professional Development on updating IEP's from Stuart Linder, from the New York State Education Department (auditor).**

**The English Language Learners Department received Professional Development from Network 602 and the Office of English Language Learners.**

**The Science teachers received Professional Development from Urban Advantage, which works with the students on trips and activities.**

**The Social Studies teachers receive Professional Development from The Teacher as a Historian.**

**Tequipment, from which we purchased thirty-five smart boards, has ongoing Professional Development, which are all utilized both as webinars and telephone assistance.**

**Discovery Education provides ongoing Professional Development in all areas of the curriculum.**

### **TA Schools Only**

#### **Use of Program Resources**

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

N/A

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

## Part I: School ELL Profile

### A. School Information [?](#)

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>240</b>
School Name <b>Andries Hudde Junior High School</b>		

### B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Elena S. O'Sullivan</b>	Assistant Principal <b>Denise Nopper</b>
Coach <b>Jennifer Palmeri</b>	Coach <b>Jessica Klett</b>
ESL Teacher <b>Robin Horn</b>	Guidance Counselor <b>Melida Quiroz</b>
Teacher/Subject Area <b>Joseph Roland/Math, Science</b>	Parent <b>Modupe Gillis Gomes</b>
Teacher/Subject Area <b>Katie Blouse/Special Ed, Data</b>	Parent Coordinator <b>Zoraida Clemente</b>
Related Service Provider <b>Hilary Hadar/ IEP, SESIS</b>	Other <b>Marie C. Iram PA Treasurer</b>
Network Leader (Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>920</b>	Total number of ELLs	<b>105</b>	ELLs as share of total student population (%)	<b>11.41%</b>
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# Part II: 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained							1	1	0					2
Pull-out							4	4	4					12
<b>Total</b>	0	0	0	0	0	0	5	5	4	0	0	0	0	14

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	25
SIFE	21	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	69	21	5	31		19	5		1	105
Total	69	21	5	31	0	19	5	0	1	105
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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							4	6	3					13
Chinese							0	0	0					0
Russian							2	4	2					8
Bengali							5	2	1					8
Urdu							5	9	2					16
Arabic							2	7	1					10
Haitian							14	14	9					37
French							2	2	4					8
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	1	0					1
Other							3	1	0					4
<b>TOTAL</b>	0	0	0	0	0	0	37	46	22	0	0	0	0	105

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

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

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)							18	20	7					45
Intermediate(I)							7	13	8					28
Advanced (A)							12	13	7					32
Total	0	0	0	0	0	0	37	46	22	0	0	0	0	105

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	4	1	0	23
7	28	3	0	0	31
8	15	2	0	0	17
NYSAA Bilingual (SWD)				5	5

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	22		4		0		0	0	26
7	29		8		0		0	0	37

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	16		1		0		0	0	17
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0								0
8	4		13		10		1		28
NYSAA Bilingual (SWD)									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		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

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 student's instructional 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 "translate" each student's Lexile score to an approximate grade-equivalent reading level. For example, if a student scores 500L, 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 all ELL students participate in the New York City ELL Periodic Assessment. This Periodic Assessment for English Language Learners is an optional assessment provided by the NYCDOE. This assessment is intended to provide our teachers with detailed information of their ELL students' English language development. The results of the assessment is available to all the teacher as well as the students shortly after administration of exam. The ELL Periodic Assessment is an untimed test. There are 30 items on the assessment which tests skills of three modalities, listening, reading and writing. After reviewing results of this data teachers will teach, group and plan according to students weakness in any specific modaility.

Also, our ELL students are participating in a New York City Measure of Student Learning Assesment (MOSL) of the seven traits. This assessment is given three times per year. Both of these assessments, ELL Periodic and the MOSL, are used to track the growth of the ELL students in their English acquisition. Data from both these reports are available to all teachers. Detailed student results, including item analysis, are available in the ELL Periodic Assessment online.

Another assessment tool currently beig incorpated into assessment for the ELL is the DRP which is given to our 6<sup>th</sup> grade ELLs. This data is available to all content area teachers.

Another assessment tool currently being used by teachers of ELA/ESL use the Stars and Cars Assessment within their classrooms. A year of comprehensive assesments, by skill, are delivered to students. This data provides insights into students' strengths and weaknesses, which the teacher uses to instruct accordingly. All of the above Data is reviewed and discussed at our regularly ELL Departmental meetings as well as during our Common Prep periods. Teachers use the detailed student results to realign their lesson plans and reteach any particular skill needed as per the data.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

What is revealed by the data across proficiency levels is that Advanced students on average take an additional two years within that level before reaching Proficiency and testing out. Patterns revealed based on the modality aggregate data across the three grades, most students scored Advanced or Proficient in Speaking and Intermediate in Reading. However, Listening and Writing data revealed most students scored Intermediate and Beginner levels respectfully. Thus, Reading and Speaking were the strongest modalities whereas listening 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 alignment of the Common Core State Standards. Periodic assessments reinforce the data gathered in the NYSESLAT. Results from ARIS are disseminated by our ELL Coordinator and distributited to all of ELLs teachers. The detailed specific data is to skills specific and the teachers use these results to differentiate their instruction so as to better meet the individual needs of students. Given this information, instruction will continue to be focused on improving our students' proficiency in these areas.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does

your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Currently the NYSESLAT 2013 Modality Report located on the RNMR in ATS is not available, therefore we are using the DATA from the NYSESLAT 2013 on the RLAT report. This data although not detailed specific does give overall information regarding Reading, Writing, Listening and Speaking. The patterns across the NYSESLAT modalities affect instructional decisions made by teachers by using this information to plan and group according to the students weakness in a specific modality. This grouping will allow students with the same weakness to share ideas and learn strategies that will enable growth in that modality. 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. Our ESL teachers, Ms. Horn, Mr. Roland, Ms. Maryasis, and Ms. Javed are involved in the decision making processes along with our ESL Assistant Principal, Denis Nopper and Ms. O'Sullivan, Principal. Our Data Specialist, Ms. Blouse is invited to all meetings regarding data driven instruction. When academic decisions are to be made for ELLs/SWDs we invite several colleagues to our meetings and take into account any pertinent information needed to help the academic growth of that student. Ms. Hadar, IEP/SETSS Leader, the Special Education teacher of any ELLs, and our guidance counselors and support staff are involved in any academic decisions regarding our SWD/ELL meetings. The school reviews the information from the (AMAO) Annual Measurable Achievement Objectives to determine if we are on the right track and meeting our AYP goals and we use this data to align instruction accordingly.

4. For each program, answer the following:

- a. 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?

-A. The patterns across proficiencies and grades is that Advanced level students take two years within that level before reaching English language proficiency. All ELLs are offered and given State exams in their Native Language, however, only less then 10% choose to take the exam in their Native Language. 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 50 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. Support includes 10:1 tutorial periods after school, Title III After-School Program, Academic Intervention Services throughout the course of the day, and the SIFE Intervention Program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

A child's second language development is considered in all instructional decisions. All ELL teachers as well as the content area teachers have access to the child's educational background and their educational history. Determining their educational background and or history along with the LABR results help to place the child in the appropriate grouping level. Ongoing assessments are done regularly and is a vital part in helping to develop the child's second language. Content area teachers of ELLs (other than ELA and ESL) are trained with 7.5 of instructional hours and 10 hours of instruction for teachers of SWD to help ensure that they are using ELL modalities for those students who are ELL in their classroom and differentiate instruction accordingly. This along with a mirad of instructional tools such as but not limited to, Native Language glossaries, Bilingual dictionaries, Native language Exams (when Applicable) along with translated calendars and other forms of important school notifications are done in the childs Native Language.

7. 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?

N/A

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

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 NY State Exams, ELL Periodic Assessments, Achieve 3000 data reports, the NYSESLAT reports, the RNMR as well as the DRP for the 6<sup>th</sup> graders and Unit Performance Tasks in all subject content areas. It is our goal that 15% of our 105 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 word to word dictionaries, and bilingual glossaries for each content area. All ESL teachers, as well as subject area teachers who have ELLs or former ELLs, work together to support the native language of the population in their classes. Beginner and Intermediate students will receive 360 minutes per week of ESL., Advanced students will receive 180 minutes per week of ESL and ELA. These students will get five periods of ESL and five periods of ELA in a mainstream environment. The instruction of the ESL component will be provided by a licensed ESL teacher, who will either pull-out or push-in based on school's scheduling. This leveling will enable the students of each group to advance at their own rate as well as challenge them in various content areas. will be provided The 180 minutes of ESL will be provided by an ESL licensed teacher who either pull-out or push-in depending on the needs of the students, and scheduling.

The majority of our ELL students are self-contained and get ten periods of ESL/ELA service a week. Instruction given in the ESL/ELA are aligned with the Common Core State Standards. Advanced ELL students will get five periods of ESL service and five periods of ELA in mainstream.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 formal and informal interview process.

The initial identification process begins with the Home Language Identification Survey (HLIS) which is the Formal part of the identification process. which is conducted by our licensed ESL Coordinator Robin Horn. The HLIS is given to parent in his or her Native Language and if needed and Interpreter is called upon by either our staff and our use of the NYCDOE phone translators. After completing the Home Language Identification Survey, the parents/guardians as well as the child are given an Oral Interview by Robin horn our licensed ESL Coordinator. This Oral Interview is a more accurate step that helps to determine if it is actually the who Limited English or if it is just the Parent/guardian. There are times that the Language spoken at home is other

than English however the child is fluent in speaking English. If the Oral interview suggests this than there is no need for administering the LABR.

Another part of the Oral Interview process if needed is the SIFE interview. This interview helps to determine if the student had any interruption in his/her education. This is just another helpful tool for assessment that helps to determine instructional/placement decisions. ALL parents are provided a HLIS in their native language also 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, documents on the HLIS form 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. Entitlement letters are sent home to the parents with the child's LABR results.

Parents are then given a date to attend a New Admit Orientation Workshop. This is where all new admits watch the Parent Video and complete the Program Selection Survey form. All forms are distributed in the Native Language that was requested upon enrollment on the HLIS. At all Orientations there is translators available. Within 10 days students are placed according to Parent Selection Survey and are sent home a "Placement Letter". Ms. Horn then enters this information into the ELPC screen in ATS within 20 days. All documents are stored and secured in the office of our ESL coordinator, Ms Robin Horn.

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.

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 given by Ms. Horn, licensed ESL Coordinator who will facilitate the viewing of this video. If parents are unable to stay they are sent home a date for New Admit Orientation, this letter is distributed in their Native Language. Parents are given several opportunities and or make-up dates to view the video which 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 and at this orientation Ms. Horn, licensed ESL Coordinator will have translators if needed to help ensure that before parents leave, they understand all programs offered by the Department of Education. New admits who are eligible for the LABR are tested within 10 days upon enrollment.

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. Within 20 days of enrollment all information of LABR eligibility and Parent Program Choice is then entered into the ELPC screen in ATS by our ELL Coordinator, Robin Horn.

Andries Hudde, in an effort to build alignment between parent choice and program offerings, 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. This process is done with a translator to ensure all information is understood. 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 for Newcomers and Spring 2013 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) and or Phone Interpretations to ensure that parents are well informed of all the instructional programs which are available to them.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Students who are entitled to ESL services receive an entitlement letter on school letterhead. These letters are distributed to the parent in their Native Language along with an English version. The entitlement 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 letters with the ESL Coordinator, Robin Horn and or the Assistant Principal, Denis Nopper or the Parent Coordinator, Zoraida Clemente. Interpreters are provided when necessary. Robin Horn, ESL Coordinator conducts several welcoming orientations for all New Admits. At this time the Parent Survey and Program Selection forms are given to the parents in their native language at this orientation. After watching the video the Parent Selection Survey along with any pertinent NYCDOE information/brochures are distributed in their native language. The parents/guardian are then offered a Q & A., translators are available to assist. The parents complete the Parent Survey Form with the assistance of the interpreter along with the guidance of our licensed ELL Coordinator, Robin Horn. Every effort is made to have these forms returned in a timely matter. If the forms are not signed and returned our ELL Coordinator, Robin Horn calls their home using the NYCDOE phone translators to assist in the conversation. All forms that are returned and signed are kept secure on file in the office of the ESL Coordinator, Robin Horn. As it is stated on the form as per CR Part 154, if the letter is not returned the default program which the child will be placed in is a Transitional Bilingual program if available. All documents are secured and stored in the office of our ESL coordinator, Ms Robin Horn.

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.

After an ELL has been identified they are placed in the appropriate program of their choice which they selected on their "Program Survey and Selection Form". After the Placement process the student data is updated in the ELPC screen in ATS within 20 days. This screen adheres to the fact that the parent/guardian has watched the New Admit Orientation Video and that they have Selected a Program of their choice that best suits their child needs. All this information, oral and written is given in their Native Language. All attempts are made to have the parent/guardian return all forms, however if forms are not returned by default students are placed in a bilingual program if there is one available.

At this time the data results of the RNMR scores of skill specific modalities are unavailable. Therefore, we will be utilizing the RLAT test results printed from ATS. This data is reviewed to determine which students scored proficient and or 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. Parents are invited to workshops that include but are not limited to understanding the NYSESLAT, ELA- The New Common Core Curriculum, as well as the State Math Exam and their rights to take exams in his/her Native Language when available.. At the Workshops there are Bilingual Translators at each table to help in disseminating all important information. All parents are given the opportunity to ask questions as well as give feedback for any further Workshops needed and or requested.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the beginning of the school year our ESL Coordinator, Robin Horn prints out all necessary data from ATS to help identify who needs to be tested. The RLER report in ATS identifies students who are either eligible to take the NYSESLAT and as well who is eligible to take the LABR which must be given within 10 days upon enrollment. 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. Students are prepared in advance for ensuring a successful outcome. Parents are given a NYSESLAT Workshop by our ELL Coordinator, Robin Horn in order to ensure parents are informed of the what the exam looks like and the dates that we will be administering the test. There are several translators at the NYSESLAT Workshop to help in conveying as much information needed to ensure a successful outcome on the day of the exam. The NYSESLAT is given in four parts. The Speaking is administered first by both an ESL teacher and a Content subject teacher who have received Professional Development and have been trained on Scoring the Rubric. The Reading, Writing and Listening are administered separately on three consecutive days. All students are tested according to grade level and student who have IEP are tested in a separate location and are in a smaller group setting. All testing procedures are adhered to and followed according to the Directions For Administration Guidelines (DFA). All Make-up exams are they administered to those students who were absent for any part or all parts they have missed. All scheduling is done collaboratively with our Program Director, Karen Khan, the Assistant Principal, Denise Nopper and Robin Horn, ELL coordinator.

6. 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.) 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. 

After reviewing the Parent Survey and Selection forms it has been the trend over the past years that Parents Opt for our Freestanding ESL program. In the past three years, Andries Hudde has offered a 6<sup>th</sup>, 7<sup>th</sup> and 8th grade ESL Freestanding program. 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 continuous grades request a bilingual class model, a class would be formed. 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 if available. At this time the program/s offered at Andries Hudde are aligned with parent choice request. All consultations and or orientations are available to all ELL parents/guardians and are always provided with translators in their Native Language in order to ensure that they are well informed of their choices.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

ESL and content area instruction are delivered within our Freestanding ESL 6<sup>th</sup>, and 7<sup>th</sup> grade self-contained classes. Our 8<sup>th</sup> grade ELL are desegregated into our main-stream and receive ESL services by our ESL Coordinator, licensed ESL teacher Robin Horn. The services provided are either 360 minutes or 180 minutes accordingly to data from the 2013 NYSESLAT. These 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. Throughout the school day all instruction is delivered to our ELL students using ESL methodologies. These methodologies are incorporated into all content areas including 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 Unit Themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students work 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 as well as advanced level ELL students.

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)?

As per CR Part 154 we provide instruction to our 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 aligned with the Common Core Standard and utilize 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

For the 2013-2014 schools year the ELA/ESL department is using the Scholastic Code X Curriculum. The curriculum includes a student edition with close reading exemplars and performance tasks. The teachers edition includes a framework for whole and small group instruction in Close Reading, Text Complexity Analysis, Rubrics word study and scaffolding writing. Throughout all the content areas; Science, Math, Social Studies and ELA/ESL the instructional approaches used are: Academic and Content vocabulary which is incorporated into all subject areas of instruction , 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 Common Core Standards and New York City ESL Standards. In our varied approaches and methods subject area content is made comprehensible to enrich language development.

We are also incorporating Ready New York 2014 which is aligned to the CCLS. Ready New York 2014 is an integrated program of assessment and data driven instruction designed to teach the Common Core Learning Standards for English Language Arts. It is used in a supplemental way to address specific standards where students require additional instruction and practice.

Ready New York 2014 also provides differentiated instruction and independent practice of key concepts and skills that build student confidence.

Finally, as part of MSQI our students are using Word Generation Series I. This program is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science and social studies classes. Word Generation employs several strategies to ensure that students learn words in a variety of contexts.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are appropriately evaluated in their native language throughout the year using a variety of assessments. 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. Native language support is delivered in our ESL program in a variety of ways. Our ESL teachers as well as our bilingual staff work collaboratively with students to support their native language. Bilingual libraries including the Longman series, bilingual picture dictionaries and translated versions of computer programs are available. Translated New York State exams in all content areas other than ELA are given to the ELL student in the native language if available. Throughout the year all classrooms that have ELLs are given Word to Word glossaries in each content area well as bilingual dictionaries which are readily available for our ELLs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year our ELLs are given ample opportunities to increase their depth of skills in all four modalities. Informal assessments are given regularly. These assessment tasks include but are not limited to oral student participation using accountable talk, debates, and or oral presentation/speeches and short dialogues and plays. Formal assessments include the DRP for the 6<sup>th</sup> graders, the ELL Periodic Assessment for all ELLs, as well as Unit Performance Tasks aligned with the NYS Common Core and graded following the Common Core Rubric. In the spring semester of each year, our 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 their English language ability. Students are prepared well in advance for ensuring a successful outcome. Parents are given a NYSESLAT Workshop by our ELL Coordinator, Robin Horn where parents are informed of what the exam looks like and the dates that we will be administering the test. The NYSESLAT is given in four parts which assess four modalities of Speaking, Reading, Writing and Listening. The Speaking is administered first individually by a content area teacher and an ESL teacher proceeding the administration of the Reading, Writing and Listening components. All teachers administering the NYSESLAT will be given Professional Development and the appropriate hours of training to administer the exam.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ESL Educators at Andries Hudde will differentiate instruction for all ELL subgroups in a variety of ways. Our instructional plan is to incorporate the Achieve 3000 program to assist ELL students in becoming proficient readers, and individualize reading instruction. Achieve 3000 is a computer based program which utilizes various modes of the non-fiction literacy differentiation program. Each student is provided with 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 which enable them to implement their lesson plans to meet the needs of individual students.

We received a SIFE grant which allows our SIFE to receive additional supplementary instruction. This instruction is given two hours a week after school in a small group setting. This SIFE program offers a variety of instruction in both academic and social skills needed for growth. Their progress is monitored weekly by our SIFE Inquiry Team and uses the data to adjust their individualized instruction to allow for further growth. 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 50 min afterschool 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.

7. 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?

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 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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, . -the Special Education Guidance Counselor, the Speech Education Service Provider, the school 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.

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 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 2013 NYSESLAT, which will be available in September 2013. 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 2013 NYSESLAT scores. In September 2013, the NYSESLAT results will show the patterns in English language proficiencies in the four modalities. For students who have scored proficient on the 2013 NYSESLAT, will be provided 2years 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:				

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

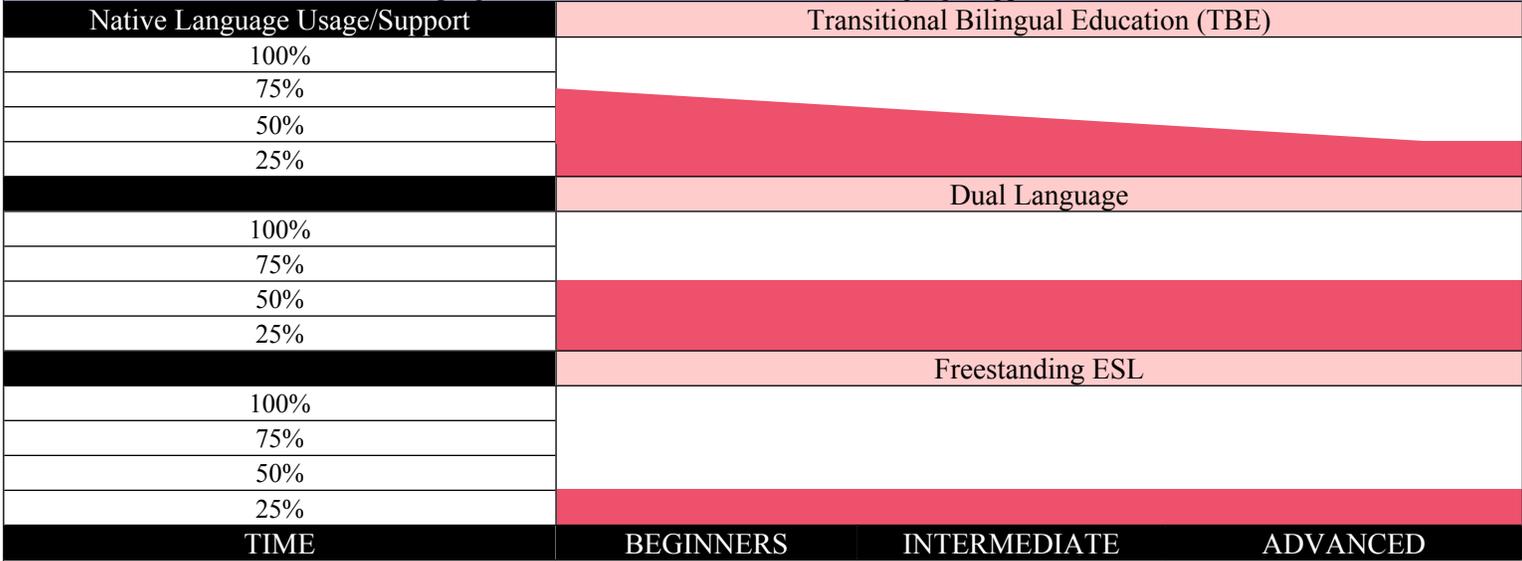
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

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 is aligned with the Common Core State Standards that utilizes non-fiction reading passages adapted for each ELL students' individual reading lexile level. Achieve 3000 is a program that incorporates all the modalities which enhances their reading, writing, listening skills. 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 two times a week within our 50 minute instructional period. Finally, students will be enrolled in our Title III Academy after school (and after the 50 minute tutorial). 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. We have also implemented additional services to meet the needs of our SIFE population. These students receive additional services for an hour twice a week in a small group setting.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We continuously strive to better the effectiveness of all our programs based on the needs of our English Language Learners. Our current program Achieve3000 offers rigorous supplementary instruction at various entry points based on his/her baseline reading Lexile. The program offers various language support needs such as Spanish, Haitian Creole etc which help with the Newcomers and Intermediate level students. This support is slowly removed as the student feels more comfortable and the lexile increases. To date we have had a positive outcome utilizing this software technology and the data indicates that students reading and writing level are increasing. Achieve3000 is now aligned with the Common Core State Standards which has added features such as, Read Alouds, Short Film Summary through Audio, the Struggling ELLs have additional Graphic Organizers: Citing Evidence, and Central Idea, Supporting Details. There are many opportunities for Unit Debates with appropriate Graphic Organizers. This program offers non-fiction articles in all content areas such as Science, Social Studies, Language Arts as well as Math. Data is reviewed weekly on our Common preps as well as at our ELL meetings and Lexiles are adjusted accordingly to help ensure the growth of each student's individual needs.

11. What new programs or improvements will be considered for the upcoming school year?

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 the Common Core Standards and instructional practices with positive 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. Also this year our 6<sup>th</sup> graders are receiving additional supplementary services through CAMBA. This program helps our 6<sup>th</sup> graders transition from elementary school to middle school. It offers both Academic intervention as well as Social progression.

12. What programs/services for ELLs will be discontinued and why?

As we continually strive to support our ELL students in all content areas of instruction, there are no programs being discontinued this school year. We currently will continue to utilize the software technology Achieve3000. As well as the Smartboards with student laptops, which we need more. We would also like to continue servicing our SIFE academy which targets those students with interruption in their education. This small group will meet 1x week where they receive an individualized plan based on our Inquiry team findings and what specific data reveals per student; Teachers will plan accordingly. This inquiry team meets 1x a week as well to continuously assess the data and their progress. We are hoping to receive the funds to continue this very needed target group intervention.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 50 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 50 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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. Support is also given by having Word to Word glossaries readily available in all content areas. To support families, we frequently utilize the translation department within the New York City Department of Education.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We recognize that all students need to be working from age/grade appropriate materials. All materials used within our program are age/grade appropriate. Students are using Pearson "Thinking with Mathematical Models" which is series of math books that focus on skill specific requirements need per grade level. All resources used within our ESL program are New York City aligned and New York State Common Core aligned and all curriculum books are on grade level. All students are held accountable for grade level New York State Standards and Common Core Standard work.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

As new students enter our school, they receive an orientation given by our ELL Coordinator, Robin Horn. 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 afterschool within our 50 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. All of our 6<sup>th</sup> grade ELLs have been invited and are enrolled in our CAMBA program which is a new program for all 6<sup>th</sup> graders at Hudde. The program meets afterschool Monday through Friday from 2:20 pm to 5:00 pm. CAMBA offers a wide variety of activities that help increase language development and skills that help increase all proficiency in all four modalities.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A



### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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. Inter-visitations 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 and unit performance assessments. In addition the Math and Literacy Leaders 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).

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. 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.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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 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 meetings 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.

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. 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 involvement activities that include all our ELL families:

SCHOOL EVENTS  
FAMILY BBQ  
PA MEETINGS  
SLT MEETINGS  
BATTLE OF THE BOOKS  
HARVEST DANCE  
BREAST CANCER FUNDRAISER  
BREAST CANCER WALK  
MATH NIGHT  
FAMILY SCIENCE NIGHT  
LITERACY NIGHT  
MULITICULTURAL NIGHT  
SENIOR DANCE  
MOVIE NIGHT  
JERSEY DAY

GAME NIGHT  
8TH GRADE WINTER DANCE  
MOVIE DATE NIGHT  
JUNIOR ARISTA-HONOR SOCIETY  
SPRING ARTS FESTIVAL  
SENIOR AWARD  
URBAN ADVANTAGE EXPO SCIENCE TRIP  
HONOR ASSEMBLY  
PARENT WORKSHOPS  
HEALTH FAIR/WORKSHOP  
ANTI BULLYING  
CYBER BULLYING/INTERNET SAFETY  
ARIS WORKSHOP  
PARENT SURVEYS  
HIGH SCHOOL INFORMATION NIGHT  
MATH WORKSHOP  
MENTAL ILLNESS WORKSHOP  
SPECIAL EDUCATION WORKSHOP  
NYSESLAT WORKSHOP  
ALIGNING THE COMMON CORE ELA - ELL WORKSHOP  
ALIGNING THE COMMON CORE MATH- ELL WORKSHOP  
ACHIEVE 3000 - ELL WORKSHOP

## **E. 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 7.5 hours of madated ESL training per year.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	0
	8:00 - 8:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
1	8:22 - 9:03	ESL Social Studies	ESL Social Studies	ESL Social Studies	ESL Social Studies	ESL Social	
		Studies				Studies	
2	9:05 - 9:46	Math	Math	Math	Math	Math	
3	9:49 - 10:30	Science	Science	Science	Science	Science	
4	10:33 - 11:14	Related Arts	Related Arts	Related Arts	Related Arts	Related Arts	
5	11:17 - 11:58	Lunch	Lunch	Lunch	Lunch	Lunch	
6	12:01 - 12:42	Language Arts/ESL	Language Arts/ESL	Language Arts/ESL	Language Arts/ESL	Language	
		Arts/ESL				Arts/ESL	
7	12:47 - 1:26	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	
8	1:29 - 2:10	Computer/Tech.	Computer/Tech.	Computer/Tech.	Computer/Tech.	Computer/Tech	
H.R.	2:13 - 2:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
9	2:20 - 3:10		50 minutes	50 minutes	50 minutes (Dept)		

## 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)
Elena S. O'Sullivan	Principal		12/5/13
Denise Nopper	Assistant Principal		12/5/13
Zorida Clemente	Parent Coordinator		12/5/13
Robin Horn	ESL Teacher		12/5/13
Modupe Gillis-Gomes	Parent		12/5/13
Joseph Roland	Teacher/Subject Area		12/5/13
Irina Maryasis	Teacher/Subject Area		12/5/13
Jennifer Palmeri	Coach		12/5/13
Jessica Klett	Coach		12/5/13
Melida Quiroz	Guidance Counselor		12/5/13
	Network Leader		
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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**

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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.

There are a various ways that Andries Hudde uses data to assess the school's written translation as well as oral interpretation needs. We ensure that all parents are provided with appropriate and timely information in a language that they can understand. Data regarding the languages spoken in the home of our English Language Learners are reviewed as needed on an ongoing basis. In terms of our new admits to the school, our licensed ESL Coordinator, Robin Horn conducts a written interview completing the HLIS with and interpreter if needed. An oral interview is done with the parents and/or guardians as well as with the students upon admission to the school. The ESL Coordinator keeps a running record of the languages spoken in the homes of our students. Our Pupil Accounting Secretary, Rosemaire Fischetti continually updates, prints and shares information from all available ATS reports. Our ESL Coordinator, Robin Horn also has access to ATS and continuously reviews reports such as, but not limited to the RHLA, RPOB, RYOS, RLEC and the RAPL. Our data specialist, Katie Blouse transfers all pertinent data needed and keeps an ongoing report on an excel spread sheet which is easily accessible. These reports break down the languages spoken in the homes of all our students. In an effort to better support our English Language Learners and their families, it is our belief that as much communication with language support should be in place between 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 in order to establish and maintain a 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 104 of students of our English Language department need to have information translated into their Native language and sent home through various variety of modes of communication:

Albanian: 1  
Arabic: 10  
Bengali: 8  
French: 10  
Haitian Creole: 36  
Russian: 7  
Spanish: 13  
Urdu: 16  
Uzbek: 3  
Ukraine: 1

These findings are reported to the staff via the Principal's Newsletter and staff E-mail. Within that sharing of information was also directions on how to utilize the New York City Department of Education Translation Unit Services which is a vital component in establishing and maintaining a home/school partnership. Our ESL Coordinator, Robin Horn and our Pupil Secretary, Rosemaire Fischetti finds the need to use our Phone Translation for a wide variety of services such as , informing parents of missing vaccinaions, as well as other information need and questions that the guardian may have pertaining to their childs' education. This is all done on via a three way translation phone call.

## Part B: Strategies and Activities

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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.

Andries Hudde JHS 240 utilizes the written Translation Unit of the New York City Department of Education for all important school wide information which needs to be conveyed to our English Language Learners and their families in their Native language. These documents include but are not limited to the following Parent Newsletters and Information Regarding the Following:

- a) Parent Teacher Conference/ Report Cards
- b) Events Taking Place After School/ASchool Plays/Festivals/Meeting and or Hearings
- c) ELL Annual Parent Achieve3000 Workshop
- d) ELL Math Workshop Meeting The Common Core Standards
- e) ELL ELA Workshop Meeting The Common Core Standards
- f) ELL- NYSESLAT Workshop Meeting the Needs of The New York State English As A Second Language Achievement Test

Information Regarding Student Data Results are always distributed in the parents Native Language. These forms include but not limited to:

- a) Entitlement Letters
- b) Continued Entitlement Letters
- c) Non-Entitlement Letters
- d) Placement Letter

We recognize that the turn around for time for these documents given to the Translation Unit may take a lengthy amount of time, therefore we submit important information to the Translation Unit well in advance. Also, in an effort to provide parents with ongoing information on current/daily/weekly information we call upon our multi-lingual staff as well as our parent volunteers to assist as needed with translation. All available services are incorporated to ensure that parents receive information in their Native Language. All information whether it be the School Calendar and or a NYCDOE Brochure and or a PA meeting gets translated into their Native Language. We now are now able to utilize our School Messenger (a telephone information service) to reach parents in their Native language. It is a combination of these efforts put forth that enable us to forge a partnership with all our ELL and their parents as per the Chancellor Parents within our Community.

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.

Andries Hudde JHS 240 also utilizes The New York City Department of Oral Interpretation and Translation Service through the telephone service whenever a parent is not available to attend an important meeting. Although every effort is made to have our ELL parents attend ALL daily meetings, and or events, when then cannot attend we must ensure that any and all vital information be conveyed to them through our Telephone Translation Unit in a timely matter. In addition we call upon our multi-lingual staff to provide assistance to teachers, administrators, guidance counselors etc., in Oral Translation. At all of our ELL workshops there are Translators are assigned to each table according to the Native Language needed in order to ensure information is being conveyed as well as having any questions they need answered. All these services are utilized in an effort to better reach out to our ELL community and to better provide our ELL and their families with all the necessary information that will help to ensure the growth and success of their child.

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 the Chancellor's Regulation A-663, Huddell JHS 240 has established the procedures for our Limited English Speaking parents and they are provided with a meaningful opportunity to participate in and have access to all programs and services critical to their child's education. We do so by incorporating and adhering to following rules and by providing all such documents the ELL in their Native Language:

1. Determining the Primary Language of all our students/families.
2. Maintain 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 Communication for students/families in a timely matter. (these forms include but are not limited to: registration forms, entitlement forms, lunch forms, applications for various afterschool programs, HS application, standards and performance, conduct, progress reports, safety, special education, health, transfers, and legal matter etc.)
6. We inform our parents about alternatives to translation when necessary.
7. To the maximum extent practicable within the budget appropriated for such service, 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 for training provided by the Translation Unit whenever possible and this information is then turn-keyed.

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Andries Hudde	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: 4 # of certified ESL/Bilingual teachers: 2 # 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 105 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 2013 NYSESLAT results, Fall 2013 ELL Interim Assessment results, 2013 New York State English Language Arts Assessment, 2013 New York State Mathematics Assessment results, 2013 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 28 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 32 Advanced Level students. The focus for the subgroup of 32 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 from 3:15 - 5:15pm. The program will begin in January 2014 and will end in April 2014. There will be four 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 inquiry team 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, and Mr. Roland. Our licensed content area Title III teachers, Ms. Hadar 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 and student inquiry will be implemented on Wednesday mornings from 7am - 8am for a total of 5 sessions. In addition, Thursdays from 2:20-3:10 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
- name of provider

### Part D: Parental Engagement Activities

- 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; 1 hour 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		

**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.
(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		