



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES
DBN (i.e. 01M001): 02M437
Principal: NANCY AMLING
Principal Email: NAMLING@SCHOOLS.NYC.GOV
Superintendent: MARISOL BRADBURY
Network Leader: MALIKA BIBBS

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
Nancy Amling	*Principal or Designee	
Leia Petty	*UFT Chapter Leader or Designee	
Terrel McLean	*PA/PTA President or Designated Co-President	
Elizabeth Rivera	DC 37 Representative, if applicable	
Bruce Dixey	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Isabella Gutierrez	Member/ Parent	
Nadine Alleyne	Member/ Parent	
Amy Herren	Member/ Parent	
Tedora Almonte	Member/ Parent	
Gary Haber	Member/ CSA	
Phil Linder	Member/ Teacher	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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, our school-wide attendance rate will increase 3% to 92%%

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.

School-wide attendance for 2012-2013 was 88.9%. As student attendance directly correlates to student success, we believe increasing the school-wide attendance rate will enable students to receive the necessary supports to ensure academic success.

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. Tracking student attendance using a Google docs spreadsheet.
2. Outreach to students and families to increase attendance.
3. Positive Behavior Intervention Strategies (PBIS) to acknowledge those students with exemplary attendance.

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

1. Grade teams and Attendance Team
2. Attendance team – includes guidance personnel, Dean, PPS secretary and school aide, Community Associate, Community Assistant, AP and Attendance Teacher. Use of Jupiter Grades and Global Connect
3. PBIS Team

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

1. School wide attendance data. Scholarship reports.
2. School wide attendance data. Scholarship reports.
3. School wide attendance data. Scholarship reports.

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

1. Beginning in September and ongoing throughout the year.
2. Beginning in September and ongoing throughout the year.
3. Beginning in September and ongoing throughout the year.

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

1. Bi-weekly Grade team meetings. *No cost*
2. Weekly attendance meetings to review data and target students. Daily outreach to families. Attendance teacher making home visits. *No Cost*
3. Awards ceremony each cycle and monthly awards to exemplary attendance. *Tax Levy*

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).

Daily outreach to families. Awards ceremony and monthly awards to exemplary attendance

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	Title IA	Title IIA	Title III	Set Aside	Grants
x						

List any additional fund sources your school is using to support the instructional goal below.

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, overall credit accumulation will increase 5% in 9th grade as measured by the STARS Scholarship Data.

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.

The number of students earning 10+ credits in their 1st year was 74.2% last year. This number is an indicator of progress toward graduation.

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. Establishing target groups of students in need of supports based on scholarship reports
2. Creating multiple access points to content, product and product.
3. Offering after school supports and Saturday school options.
4. Parallel teaching where there are ICT teams.

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

1. Grade teams
2. Special educators, coaches and instructional support teachers.
3. Grade teams and special educators
4. Grade teams and special educators

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

1. Continuous review of student data around scholarship.
2. Observations of classroom practice, common planning time, CFGs.
3. Continuous review of student data around scholarship.
4. Common planning time and CFGs

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

1. Beginning in September and ongoing throughout the year.
2. Beginning in September and ongoing throughout the year.
3. Beginning in September and ongoing throughout the year.
4. Beginning in September and ongoing throughout the year.

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

1. Common planning time. *No cost*
2. Common planning time. *No Cost*
3. Our House Tutoring, Saturday School. *Title 1A*
4. ICT model, CFGs and PD to support teacher practice. *Tax Levy*

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).

Jupiter Grades and ongoing communication with parents.

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		Title III		Set Aside	X ISA Funding	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.
 The number of students achieving a score of 65% or better on NYSED Regents exams will increase 5% in each subject area by June 2014.

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.
 An analysis of Regents data shows the need for improvement in Regents pass rate so that students will be on track towards graduation.

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. Establishing target groups of students in need of supports based on scholarship reports
 2. Creating multiple access points to content, product and product.
 3. Offering after school supports and Saturday school options.
 4. Parallel teaching where there are ICT teams.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Grade teams
 2. Special educators, coaches and instructional support teachers.
 3. Grade teams and special educators
 4. Grade teams and special educators
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Baseline data and data from practice tasks and activities.
 2. Continuous review of student data around scholarship.
 3. Continuous review of student data around scholarship.
 4. Common planning time and CFGs
- D. Timeline for implementation and completion including start and end dates**
1. Beginning in September and ongoing throughout the year.
 2. Beginning in September and ongoing throughout the year.
 3. Beginning in September and ongoing throughout the year.
 4. Beginning in September and ongoing throughout the year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Grade team meetings. *No cost*
 2. Common planning time. *No Cost*
 3. Our House Tutoring, Saturday School. *Title 1A*
 4. ICT model, CFGs and PD to support teacher practice. *Tax Levy*

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).
 Jupiter Grades and ongoing communication with parents.

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

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
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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.

	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.						

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

	<p>targeted, explicit instruction, appropriate challenge, opportunity to respond and immediate feedback. The program is delivered via small group or one-to-one and is provided both before and after school.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<ul style="list-style-type: none"> • By Guidance Counselor: Counseling, Restorative Justice, Fairness Committee, Presentations, Group Counseling • By School Psychologist: Emergency care and urgent care are provided on an as needed basis. • By Social Worker: 1:1 Counseling 1x / Week, Small Group Counseling 1x/ Week – Social Skills, Anger Management, Mediation • By Health Providers: Hudson High School of Learning Technologies is part of the Bayard Rustin Campus and utilizes the Mount Sinai Health Clinic. The Mount Sinai clinic provides emergency, urgent care and routine care. 	<p>Small group and Individual</p>	<p>After-School and during school</p>

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Recruitment of high quality teachers is done by advertising via traditional and social media, posting on the open market and word of mouth. The teacher hiring process is extensive and involves as hiring committee which includes the principal, teachers and students. The principal meets with each teacher individually to hear their aspirations and concerns and to provide timely feedback. Teacher work in cohorts headed by a team leader which allows for professional collaboration and support.

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 receive professional development over the summer, weekly throughout the year and during designated days. Professional development is developed specifically aligned with the Danielson Framework, Common Core State Standards and NYC City-Wide Expectations. The professional development activities are designed by the principal with input from the superintendent and Instructional Coach.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding is set aside each year as prescribed by the McKinley-Vento Act for the express purchase of providing support for STH.

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.).

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.
In the course of the Initial Planning Conference, the principal and teacher discuss the "teacher's goals, priorities, questions and concerns for the school year." The teacher chooses one of two observation options: 1. Formal Classroom Observation or 2. Informal Classroom Observation.

TA Schools Only

Use of Program Resources

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

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).

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 2	Borough Manhattan	School Number 437
School Name Hudson HS of Learning Technologies		

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 Nancy Amling	Assistant Principal Gary Haber
Coach	Coach
ESL Teacher Halley Anne Curtis	Guidance Counselor Leia Petty
Teacher/Subject Area Franklin Santana/Spanish	Parent
Teacher/Subject Area Tom Hendricks/History	Parent Coordinator Terrell McLean, Sr.
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	464	Total number of ELLs	41	ELLs as share of total student population (%)	8.84%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										2	2	1	1	6
Push-In											1			1
Total	0	0	0	0	0	0	0	0	0	2	3	1	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	20
SIFE	1	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	15

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
TBE										0
Dual Language										0
ESL	13	1	2	13	0	8	15	0	10	41
Total	13	1	2	13	0	8	15	0	10	41

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE									0	0
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
TOTAL	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										19	8	3	0	30
Chinese										1	3	0	1	5
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	1	0	1
Arabic										0	0	0	0	0
Haitian										1	1	0	0	2
French										1	0	0	1	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	1	0	0	1
TOTAL	0	0	0	0	0	0	0	0	0	22	13	4	2	41

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
Beginner(B)										1	0	0	0	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										7	7	2	0	16
Advanced (A)										14	6	2	2	24
Total	0	0	0	0	0	0	0	0	0	22	13	4	2	41

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					0
7					0
8	15	6	0	0	21
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	7		13		1		0		21
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
8	6		13		2		0		21
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	4		0	
Integrated Algebra	12		4	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8		1	
Physics				
Global History and Geography	6		1	
US History and Government	2	1	2	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

During the 2012-2013 school year, all students at Hudson High School of Learning Technologies took the STAR Reading Diagnostic Test. The data reported on the results pages indicated an overall grade equivalency for each student as well as a score for specific skill areas. The majority of the ELL population was reported to have between a second and fourth grade independent reading grade equivalency. Additionally, the ELLs uniformly received their lowest scores in the Key Ideas and Details skill area, which includes skills such as identifying details and drawing conclusions. In response to these scores, the school inquiry team developed a cross-curricular instructional protocol for identifying key ideas in readings and explicitly focused on modeling and assessing the skill in all subject areas. At inquiry team meetings, teachers from all disciplines examined work from ELLs, the inquiry focus group, to assess progress in identifying key ideas. Over the course of the school year, ELLs were found to more consistently identify main ideas in subject area texts based on the team's assessment of student work samples. Having seen progress with the instructional protocols in places, the emphasis on identifying key ideas has continued into this school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
School-wide, the majority of ELLs score advanced or proficient on the speaking modality of the 2012-2013 NYSESLAT. For students at the intermediate and advanced levels, the lowest modality scores were typically in the listening or writing sections this past school year. The beginning ELL received his lowest score on the speaking modality.
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](#))

The NYSESLAT modality data indicates that the majority of the ELL population has a firm grasp on the Basic Interpersonal Communication Skills (BICS) required for the type of conversational exchanges represented on the Speaking modality of the test. The students require further instruction in Cognitive Academic Language Proficiency (CALP) for understanding the type of academic input from this past year's Listening section and producing academic writing in the Writing section. In response to this data, the ESL curriculum for the 2013-2014 school year has been adapted to focus on building academic language through targeted vocabulary instruction and techniques for constructing academic phrases. The ESL teacher will focus on providing academic verbal input aimed at building listening comprehension. In the past, the school has used AMAOs to develop this type of targeted curriculum. On the 2011-2012 NYSESLAT, the majority of students were seen to receive their lowest scores in the Writing modality. In response, the ESL course focused particularly on techniques for academic writing. As a result, seventeen ELLs, the majority of whom had previously scored Advanced overall on the NYSESLAT for several preceding years were able to score Proficient on the 2012-2013 NYSESLAT. At the end of this school year, the instructional practices in the ESL classroom will be measured against the data, this time with the additional lens of student progress made in the Listening modality.

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 majority of the ELL population identifies as English dominant and requests to take all state exams in English. The pass rates for the ELL population on Regents remain lower than the overall pass rates for the school, most closely approaching overall pass rates on Algebra and U.S. History. The largest discrepancy in pass rates between ELLs and non-ELLs is in English and Living Environment. Only ELLs classified as Advanced passed Regents exams or earned above a Level 2 on state exams.

b. ELL Periodic Assessments will be used during the 2013-2014 school year to assess progress from the 2012-2013 NYSESLAT scores. The ESL teacher will use the data to inform on the efficacy of the altered ESL curriculum.

c. The school assesses progress in various modalities based on the Periodic Assessments. Spanish-speaking students are enrolled in a Spanish Language and Culture class to emphasize native language literacy.

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?
The ESL teacher uses current research in the field of Second Language Acquisition to help classify the needs of ELLs in their various stages of development. As mentioned above, the majority of the ELL population has mastered BICS according to the anticipated acquisition period of 2 years. Based on assessment, the language needs of the students lie in developing specific academic language, and the curriculum is adjusted to focus on these skills. The ESL teacher additionally works with subject area teachers to make academic language instruction explicit and consistent for the continued language development of ELLs in all subject areas.
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.).
The success of the ESL program is evaluated based on formative assessments throughout the year in the ESL class. Additionally, grade teams work with the ESL teacher to ensure that ELLs have the language tools to perform on the same level as their peers in subject areas. Culminating AYP is assessed based on the NYSESLAT; the scores are used to assess overall language development for each student as well as improvement in individual modalities.

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](#).)
When students new to the New York City DOE enroll at the school, the reporting secretary gives parents the HLIS. If the parents indicate on the survey that the child's primary language is not English, the ESL teacher conducts an interview with the student to determine if the student may be LEP. If the student's English proficiency is in question following in the interview, the ESL teacher administers the LAB-R within 10 days of the student's enrollment and scores the test. Based on the LAB-R score, the student's eligibility for language support services is determined. The final determination is entered into ATS and the student immediately begins receiving services accordingly.
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.
Parents of new admits are invited to an orientation where translation services are offered within 10 days of enrollment. At the orientation, parents receive Entitlement Letters and Program Selection forms. The ESL teacher and translator are available to answer any questions regarding either form. The parents return the Program Selection forms at the orientation and their decision is finalized in ATS.
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 [\[see tool kit\]](#).)
Entitlement Letters and Program Selection forms are distributed at the initial orientation or at the make-up orientation. If a parent is unable to attend either orientation, the paperwork is mailed to the home and the ESL teacher phones the parent with a translator to discuss the program choices. Once the Program Selection Form is collected, the original form is placed in a student's CUME file by the recording secretary and the ESL teacher retains a copy for the student's ESL file, maintained by the teacher in a locked filing cabinet. If the form is not returned the default program is TBE and the parent is informed that the school does not have a TBE program and the student will accordingly be enrolled in the Freestanding ESL program.
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.

At this time, Hudson High School of Learning Technologies does not have more than 20 ELLs in any grade that share a native language and therefore does not offer a Bilingual Program option. Parents are informed during orientation of the various program models and if they desire their student to be enrolled in a program other than Freestanding ESL, the ESL teacher describes the transfer option which would allow a student to attend a school with a suitable program. Translation services are available at the orientation as well as for phone conversations.

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.

The ESL teacher works with the school Testing Coordinator to implement and execute a plan for NYSESLAT administration. The tests are ordered according to the number of students in each grade before the February deadline and are stored in the principal's office in the vault upon delivery. The Speaking portion of the test is administered to each student individually by the ESL teacher beginning after the April start date. The Listening, Reading, and Writing portions of the exam are each scheduled for a separate day near the beginning of the administration window. Students take the test in an appropriate environment and the test is proctored by school staff. Prior to the initial testing day, the ESL teacher mails a letter home detailing the testing schedule and includes information about the NYSESLAT itself. All materials are mailed to parents in their preferred language. If students are not present the day a particular portion of the exam is administered, they are scheduled to attend a make-up test day and information is once again sent home to the parent. If a student misses the official make-up day, they may take the test any day they attend school before the close of the testing window. In this case, the test is proctored by school staff in an appropriate testing location. After the scoring materials are delivered to the school, the ESL teacher trains four other teachers from the school in scoring procedures using sample materials. After norming, the scoring team scores the Speaking and Writing portions of the exam. All materials are returned to the borough office by the deadline.

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. 

The majority of students entering the school have come from other NYC DOE schools and have been enrolled in an ESL program in accordance with their program selection preference. At this time, there is no grade at the school with 20 students that have the same native language, and in accordance with CR Part 154 there is not a Bilingual Program in place at the school. The numbers and program selection preferences are under continuous review by school staff, and should our enrollment numbers exceed 20 students per grade who share a native language, the possibility of establishing an additional program to meet the needs of our students would be explored with parents and administration.

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])?
 - a. The ESL services are primarily administered in discrete ESL classes. These classes have no more than ten students each and take place during an elective period in ELL's schedules. The classes are taught by an ESL teacher and focus on developing academic language and writing skills to be used across the content areas (vocabulary instruction, for example, focuses on "mortar" words, or high frequency academic terms used in all subject areas). The students are encouraged to apply organizational techniques and employ vocabulary in all subject area classes, with the ESL teacher making specific recommendations of how to use skills based on an awareness of the content of each of the subject area classes. Additionally, the ESL teacher pushes in to subject area classes where her schedule allows to offer additional literacy support in content area classes. Teachers at the school who have an ESL license employ strategies for enhancing language development in their particular subject area and consult with other teachers on their teams to build such strategies into each subject.
 - b. ELLs travel with a particular section of students throughout the day, with the exception of using one elective period to attend a small discrete ESL class. The ELLs are therefore grouped heterogeneously; all proficiency levels may be found in a particular class in the same grade. At least half of the students in the section are not classified as ELLs and do not attend the ESL class. ELLs who have IEPs travel with a heterogeneous section of students with and without IEPs and have ICT instruction in all subject areas.
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)?

The ESL teacher provides the mandated minutes to the majority of students through the discrete ESL class and pushing in to a few subject area classes. Other staff members with ESL licenses reinforce language development through specific modifications in their subject areas. Finally, beginning and intermediate ELLs are paired with a teacher with an ESL license during a school-wide reading period to receive targeted practice in developing independent reading practices in English. The ESL teacher works closely with the school programmer and personally oversees the development of each ELL's schedule to ensure that the maximum level of support possible is provided to each student. The teacher and administrators are familiar with the minutes requirements in CR Part 154 and use this knowledge to guide schedule creation.
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.

In the Freestanding ESL program, all content instruction is delivered in English, as is the discrete ESL class targeted at academic language development. All teachers employ visuals and modeling to support verbal and written input and reinforce content understanding for language learners. Each grade team at the school also focuses on a particular set of academic vocabulary across subject areas to ensure that ELLs are developing an in-depth toolbox for academic writing. The ESL teacher consults with all subject area teachers to make recommendations for enhancing content specific vocabulary instruction and providing comprehensible input to all students. As such, students are developing the language required for the complex argumentation and reasoning skills required in the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At this time the school does not offer NLS for all ELLs as there is no Bilingual program. Students who speak Spanish are enrolled in Spanish language and culture classes taught by native speakers who assess their needs and develop literacy skills in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, the ESL teacher uses formative and summative assessments targeted at gathering data in each modality. Additionally, the ELL Periodic Assessments will be used as a formal progress measure. Finally, the ESL teacher closely analyzes the results of the NYSESLAT in relationship to scores from previous years to assess student progress.

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).

a. SIFE are provided with concrete visuals and models where possible to support understanding as the students develop more abstract thinking skills. Students are provided reading materials on their level and given a period of focused reading time to build comprehension skills. The language requirements of each content area are evaluated and particular language supports (such as targeted vocabulary and sentence starters) are provided to enhance language development.

b. For newcomers, content instruction is made comprehensible with the support of visuals and models. Teachers provide focused vocabulary instruction at an appropriate level, and support students in producing artifacts that show understanding with limited language use. Additionally, the ESL teacher aids content teachers in selecting specific language skills involved in particular lessons for focused language practice. The ESL teacher also helps create sentence and paragraph frames to assist students in writing for subject areas. ESL instruction focuses on foundational language needs, including basic language for communication, while still providing academic language supports to be used in writing across subject areas. Faculty at the school converse with students in their native language, allowing students an outlet for free expression and a mode for clearly expressing any needs.

c. ELLs receiving services for 4 to 6 years receive content area instruction in English and academic language support through a discrete ESL class. At this stage of language development, students typically have well developed conversational capacities but require additional language support to express themselves in an academic context. Where possible, the ESL teacher instructs students in how to use organizational frames, but encourages students to write independently, having memorized key phrases from the frame. Vocabulary development is continued in content classes.

d. Long-term ELLs are assessed for particular needs with the goal of providing students the needed boost to reach proficiency. At this stage, many of our ELLs struggle with listening skills, so teachers are encouraged to give verbal input, slowly removing visual supports and encouraging students to attempt to visualize the meaning of the language independently. Long term ELLs also receive academic language supports in a discrete ESL class and are encouraged to build complex clauses appropriate for showing the type of nuanced thinking often used in academic contexts.

e. Former ELLs are placed in sections with current ELLs and general education students so that they continue to receive some additional focused language support in subject area classes.

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?

ELLs with IEPs are in ICT classrooms so that they receive more focused attention as a result of the reduced student to teacher ratio. In these classrooms, visual and auditory supports often accompany text to support students as they develop independent reading skills. Additionally, teachers provide focused language and organizational strategies to aid students in written composition, with frames and sentence starters provided as necessary. Kinesthetic activities such as labs also enforce understanding.

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?

ELL-SWDs travel in sections with general education students and learn in classrooms where a learning specialist supports the work of the content teacher.

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

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

				Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

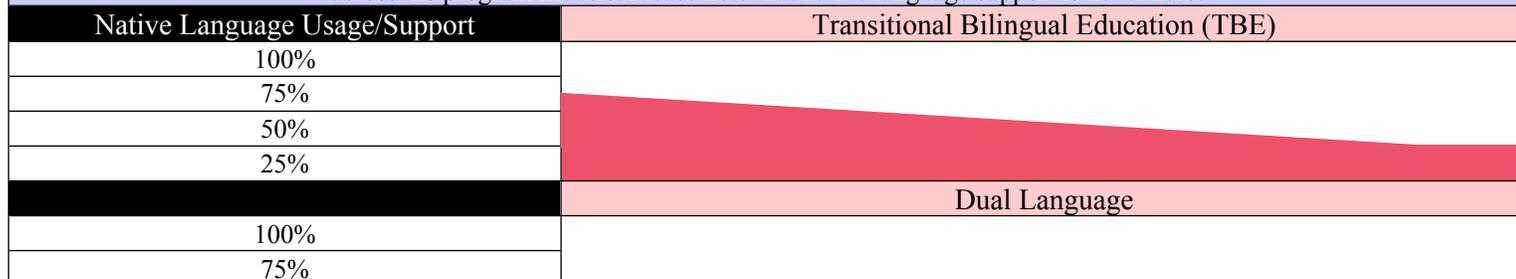
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

In each content area at the school, ELLs have the opportunity to attend after-school sessions for more in-depth learning in the subject. Students at all proficiency levels may be recommended for these sessions based on their exhibited mastery level in the subject area. During these sessions, both a content teacher and learning specialist is available to work with students in a small setting and offer targeted practice and supports to enhance classroom learning. These services are offered in English. Additionally, ELLs may be recommended for weekly appointments with a speech pathologist. Based on her assessment of the needs of each student, the speech pathologist works on skills ranging from verbal reading fluency to vocabulary and comprehension. These services are also offered in English.

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

Our current program effectively advances ELLs to higher proficiency levels, as shown by the previous year's NYSESLAT scores. ELLs travel with general education students and receive content instruction appropriate for their grade level in classes that focus on the CCLS. In these classes, ELLs show understanding through a variety of modalities, using targeted language supports when appropriate. The discrete ESL class provides the academic language foundation necessary for students to produce writing appropriate for their level. In the coming first graduating class, ELLs are on target to graduate at the same rate as their non-ELL peers.

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

In the coming years, a licensed ESL teacher who currently focuses on teaching Spanish Language and Culture will move more toward a teaching role that specifically supports ELLs. As a native Spanish speaker, this teacher's role will include a needed focus on native language supports for Spanish speaking ELLs, the majority of our ELL population. We are working to develop a native language literacy course for these students that will focus more specifically on their academic language needs in Spanish, thereby bolstering their language development through addressing the Common Underlying Proficiency (CUP).

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

At this time the school does not intend to discontinue any services for ELLs.

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

ELLs have access to the same courses, extra-curricular activities, and support services as the non-ELL population at the school. By offering ESL services during one of the students' elective periods, we have ensured that their schedule is open to fully participate in all general course offerings at the school. ELLs have the option of joining school programs and teams such as MOUSE Squad or the Travel Club and attend regular meetings after school hours. If recommended by a teacher, ELLs also attend the aforementioned subject-specific after school programs to enhance their learning in a particular content area.

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

Hudson High School of Learning Technologies is a 1:1 school; each student has a personal laptop during school hours that they carry with them to all classes. The computers allow teachers to offer lessons with multiple access points by taking advantage of the rich visual, auditory and textual resources that may be compiled into a digital source. Student output may also be differentiated; ELLs have multiple modalities for expressing content mastery using the laptops. Each classroom at the school also has a word wall that includes content specific vocabulary as well as the general academic vocabulary, a uniform list agreed upon by each grade team for each unit cycle. The school also uses a paragraph organizing strategy (called PEA) in all content areas, and ELLs receive focused instruction in using the model during their discrete ESL class.

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

In our ESL program, students and parents always have access to translations services should they require them for communication. Additionally, Spanish-speaking ELLs may take a Spanish Language and Culture class to build native language skills.

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

As described in other portions of the plan, the ESL teacher targets academic language skills appropriate for reading and writing at the high school level detailed in the CCLS. For beginners and lower intermediate students, the expanded minutes requirements allow for added lessons in basic communication skills and for further differentiation in content lessons (appropriately leveled vocabulary lists and expanded visual resources).

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.

ELLs new to the DOE have the opportunity to attend an ESL specific orientation with their parents. ELLs also are invited to the school-wide new students orientation. The ESL teacher describes the program to all entering parents and students at the orientation and is available to meet individually with new admits to discuss the program. ELLs that enroll throughout the year meet with the ESL teacher and the teacher hosts a specific mini-orientation with the parents to familiarize the family with the program.

18. What language electives are offered to ELLs?

ELLs may take Spanish or Spanish Language and Culture as a part of their LOTE requirement for graduation. The ESL services are largely delivered during an academic language elective period. Finally, 10th and 11th grade ELLs and former ELLs take a creative writing elective course.

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.

1. As the entire staff of the school teaches ELLs in content area classes or electives, professional development is offered by the ESL teacher during whole-staff PDs. The focus of the PDs during the 2013-2014 school year is on how to teach the vocabulary and grammar of academic language. The series began with an information session detailing the percentage population of ELLs and former ELLs at the school and then an explanation of basic theories of language acquisition, with a specific focus on the difference between language required for basic communication (BICS) and language required for academic contexts (CALP). With this distinction clearly in place, teachers were first instructed in how to decide which words to teach and how to effectively teach vocabulary. Working on grade teams, teachers created academic word focus lists to use in all content areas for each unit cycle. Future PDs will focus on teaching academic grammar and on strategies for created models that push students to develop complex phrases appropriate for their grade level. The ESL teacher also consults individually with teachers less familiar with language teaching to guide the production of appropriate materials and scaffolds for ELLs.

2. The whole-staff PDs described above are partially driven by the CCLS Language Standards. All teachers at the school must consider how to make vocabulary instruction a continuous focus in their classrooms to ensure that ELLs have the language tools necessary to both understand input and produce output at a level appropriate for their grade.

3. The ESL teacher works with the 9th grade team to build models and frames for writing and speaking that will guide ELLs in producing appropriate output at the high school level. These scaffolds are slowly removed over the course of the freshman year as students internalize appropriate phrases and organizational strategies for producing high school level speaking and writing pieces.

4. Hudson High School of Learning Technologies has a dedicated whole-staff PD once weekly for a total of 1.5 hours. The ESL teacher leads the series of trainings described earlier in this section over the course of the school year during these sessions.

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?
 1. Parents of ELLs new to the DOE are invited to a specific orientation to learn about program options. Parents of ELLs already enrolled in the system are invited to parent teacher conferences. Translation services are offered at both of these events. The 2013-2014 school year is the first year that Hudson HSLT has received Title III money, and a portion of this money has been set aside to develop programs that promote ELL parent involvement. Along with a Spanish teacher who has an ESL license, the ESL teacher plans to teach evening English classes for the parents of ELLs beginning in the spring of 2014. The classes are intended to familiarize parents with the ESL staff and the school environment while simultaneously providing a service to support their own language development.
 2. As part of an iZone grant, Hudson HSLT will be providing a number of parents of enrolled students with a digital device and Internet connectivity. At least half of these parents are to be parents of ELLs or former ELLs. The project is intended to give parents access to the school's digital platforms and better connect parents with the efforts of the school to engage with technology in the modern world.
 3. Parents of ELLs are invited to PTA meetings as well as three open forums led by the principal intended to learn about parent needs. Translation services are available at each of these events.
 4. Parents expressed a need for access to digital resources in order to engage with the school's online platforms. In response to this need, the school wrote the grant described above to provide these resources in conjunction with the iZone. The language classes scheduled to begin in spring of 2014 address the fact that most of the parents of ELLs at the school do not feel comfortable communicating in English and a number of the parents have expressed a desire to improve their English communication skills.

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.

The ESL program at Hudson High School of Learning Technologies has been developed in response to data which indicates that the majority of our ELLs have mastered basic communication skills but require further language development to participate at grade level in academic contexts. With our targeted academic language approach, we were able to improve the proficiency of almost all students in the 2012-2013 school year and successfully transitioned seventeen students, many of whom were long term ELLs, to former ELL status. The academic language teaching approaches at Hudson are discussed by the entire staff and employed in every classroom as we seek to provide ELLs frameworks for developing language in general education environments. ELLs are able to actively use strategies and vocabulary covered in their ESL course across the content areas where they learn with non-ELLs and former ELLs in heterogeneous classrooms.

Part VI: LAP Assurances

School Name: Hudson HS of Learning Technolo

School DBN: 02M437

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Amling	Principal		11/15/13
Gary Haber	Assistant Principal		11/15/13
Terrell Mclean, Sr.	Parent Coordinator		11/15/13
Halley Anne Curtis	ESL Teacher		11/15/13
	Parent		1/1/01
Franklin Santana/Spanish	Teacher/Subject Area		11/15/13
Tom Hendricks/Global History	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Leia Petty	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M437 School Name: Hudson High School of Learning Tech

Cluster: 04 Network: 404

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

Part A: Needs Assessment Findings

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

The RHLA report generated from Automate the System (ATS) are used at the onset of the school year to determine which parents'/guardians' home language is other than English. Emergency Blue Cards are required to be completed by Parents/Guardians at the onset of the school year which indicate their preferred language. A home language assessment form is included in the packet of that all families must complete at the onset of each school.

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.

48% of our students live in households in which the home language is other than English. The breakdown is as follows:

39% Spanish
3% Cantonese
1% Mandarin
<1% Albanian, French, French-Haitian Creole, Fulani, Haitian Creole, Korean, Niger-Congo, Pashto, Russian, Serbo-Croatian and Urdu

Based on our findings there is a significant need for Spanish interpretation services. The aforementioned information is reported to staff through professional development workshops.

Part B: Strategies and Activities

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

NYC Department of Education posters are strategically placed to inform parents/guardians/staff and students of the availability of translation services. School staff are provided the Translation Request Form and may submit their requests directly to the Translation and Interpretation Unit. We contracted with Big Word to provide interpretation services at Parent-Teacher Conferences, Parent-Teacher Association Meetings throughout the school year.

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

Oral interpretation services are provided by staff, parent volunteers and an outside Contractor (Big Word). Spanish Interpretation is available in our main office (room 126).

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>.

In compliance with Chancellor's Regulations A-663 posters related to translation services are posted conspicuously in the main office in other strategic areas of 02M437. Translated copies of the parent "Bill of Parent Rights and Responsibilities" are made available to all parents/guardians upon initial registration.

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 30.

Part A: School Information

Name of School: Hudson High School of Learning	DBN: 02M437
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 checked="" 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 type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11
			<input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8			
# of certified ESL/Bilingual teachers: 3			
# of content area teachers: 5			

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: Our ELL population consists solely of intermediate and advanced students, most of whom score in the proficient range on the Speaking section of the NYSESLAT. In general, the ELLs receive their lowest scores on the Writing section of the NYSESLAT. With this data and with data from more informal diagnostics conducted by certified ESL teachers, we have determined that our students require additional support in building academic language and producing academic writing. In response to this need, we require additional language support in Saturday school sessions, providing students with tools to formulate level-appropriate written content in subject areas, particularly those subject areas tested by Regents exams. ESL teachers are present with content teachers during Saturday sessions, which take place for two months near the conclusion of each semester. Groupings consist of approximately 10 to 15 students, both ELLs and non-ELLs and the language of instruction is English. In addition to teacher-produced resources for building academic language, students have access to digital resources such as Rosetta Stone for building literacy in English.

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: Non-ESL teachers require the knowledge and skills to assist in students with limited proficiency in English learn the language and succeed in mastering the prescribed competencies across all academics. Five Non-ESL educators (four teachers and one guidance counselor) will be identified based on their willingness to learn and ability to provide the greatest school-wide impact. Teachers will be provided with 10 hours of training over a ten week period. The topics to be covered would include: Strategies for culturally supported classroom strategies, literacy acquisition, social integration and the use of technology with ELLs. The classes will be provided by Halley Curtis, ESL Teacher.

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: Parents and Guardians are key stakeholders in the education of the ELL population. A potential barrier for success for the ELL students in the parents/guardians limited understanding of English. A 10 hour program over 5 weeks in English language acquisition for adults will be provided at Hudson HSLT. The topic covered will be conversational English. The provide of the adult education is to be named. The parents will be notified of the program by phone and mail solicitations.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	5 Non-ESL Teachers for 10 Hours each @\$50.19 = \$2,509.50 1 Instructor for Non-ESL Teachers for 10 Hours @ \$50.19 = \$501.90 ESL Instructors 40 hours @ \$50.19 = \$2,007.60 1 Administrator 40 hours x \$52.52 = \$2,007.60 Total cost for Professional Salaries = \$7, 025.89	Training for Non-ESL Educators Trainer for Non-ESL Educators To provide support to ELLs. Administrator to Supervise Program
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	10 Hours @ \$150 = \$1,500	Contractor to teach English to Non-English Speaking Parents/Guardians
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	N/A	N/A
Educational Software (Object Code 199)	10 Rossetta Stone Software Licences @\$249 = \$2,490.00	Self-Paced English Language Acquisition Software for Student and Parent/Guardian use.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	N/A	N/A
Other	N/A	N/A
TOTAL		