Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): 22K240

School Name: ANDRIES HUDDE

Principal: GINA M. VOTINELLI, I.A.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 22K240

School Type: Middle School Grades Served: 6th, 7th and 8th

School Address: 2500 Nostrand Avenue Brooklyn, NY 11210

Phone Number: 718 253-3700 Fax: 718 253-0356

School Contact Person: Gina M. Votinelli Email Address: Gvotine@schools.nyc.gov

Principal: Gina M. Votinelli, I.A.

UFT Chapter Leader: Deborah Sarria

Parents' Association President: Golda Smith and Chavevah Benlevi (Co-Presidents)

SLT Chairperson: Earl Fletcher

Student Representative(s):

District Information

District: 22 Superintendent: Julianna Bove

Superintendent's Office Address: 5619 Flatlands Avenue Brooklyn, NY 11234

Superintendent's Email Address: JBove@schools.nyc.gov

Phone Number: 718 968-6248 Fax:

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz

Network Number: 602 Network Leader: Matthew Melchiorre

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gina M. Votinelli, I.A.	*Principal or Designee	
Deborah Sarria	*UFT Chapter Leader or Designee	
Chavevah Benlevi	*PA/PTA President or Designated Co-President	
Charlene Morales	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Earl Fletcher	Member/Elected UFT SLT Chairperson	
Hilary Hadar	Member/Elected UFT	
Kristine Fisher	Member/Elected UFT	
Andrea Pierotti	Member/Elected UFT	
	Member/Elected UFT	
Vanessa Summers	Member/Elected Parent	
Charlene Corbett	Member/Elected Parent	
Leah Cooper	Member/Elected Parent	
Marie Iram	Member/Elected Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	**Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Andries Hudde's mission statement: Hudde's goals include serving the needs of all its' students. We continually strive to help each student become a lifelong learner and a responsible, productive and caring member of our community. We aim to prepare our students with the academics and technology needed in the 21st century.

Andries Hudde JHS 240 (Grades 6, 7, and 8) is located in the Flatbush section of Brooklyn, New York. This middle school has met the AYP and is in good standing. In the past, JHS 240 has received a Grade B for the Department of Education school report card. It serves a population of 881 students from culturally diverse backgrounds.

Hudde Programs are designed to meet the needs of all students enrolled. Though ALL content areas, students will engage in high-quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking.

The ELL Program consists of three (3) ELL self-contained classes. We are piloting a program that includes team teaching (General Ed and ELL teachers) to support ELA in Grade 6. ELL Special Education students who have IEPs are placed in Special Education classrooms and pulled out for ELL services based on their NYSESLAT proficiency levels. After school parent workshops supporting adult literacy, are offered to the parents by our Parent Coordinator and ELL Coordinator. Students participate in a Title III Program to support literacy in English Language Arts. Students participate in The Achieve Now Academy Program on Saturdays. This program is designed to meet the needs of students that are below level for their present grade.

The Center for the Intellectually Gifted Program (CIG) and the Andries Hudde Magnet School for math, science and computer science were founded on the precept that children who are intellectually gifted, are capable of meeting the challenges of an enriched, varied program.

The Special Education Department is comprised of six (6) Collaborative Team Teaching classes and six (6) self-contained 12:1:1 classes, fifteen (15) SETSS students and five (5) general education students with related services. Classes are organized to reflect single grade levels to the maximum extent possible.

In addition to the ELL, Gifted and Special Education programs, Hudde has three (3) self-contained Grade 6 classes, five (5) Grade 7 classes and three (3) Grade 8 classes, which constitute the mainstream general education population.

The students who attend Andries Hudde JHS 240 are provided many opportunities to participate in competitions. Every year our Science Department participates in an annual Science Fair competition.

Hudde was chosen to participate in the Chess-in-the-Schools program for the 2014-2015 school year. This program develops critical thinking, good sportsmanship and social skills through fun in-classroom and after-school activities. Students will be participating in tournaments throughout the school year.

Extracurricular activities receive special attention at Hudde:

- CAMBA – Community-based organization that offers after-school academic enrichment, arts and recreation for our sixth, seventh and eighth grade students.
- Students can participate in a variety of intramural extracurricular activities such as basketball, volleyball, soccer and tennis. (CHAMPS)
- School-Wellness Council Program –received a grant from the School Wellness Council — deals with the overall

health and emotional well-being of students.

- Student Government – Dean met with students – to establish lines of communication between administration and students, support school functions and generate ideas for a safe learning environment.
- Girl-Be-Heard – received a grant from City Councilman, Jumaane Williams, is a theatre program which meets once a week for girls who want to creatively address the issues they are worried about.
- Shubert Foundation/MTI Broadway Junior Program – is a performing arts program which will provide performance rights, Broadway Junior Show kit and an Arts Connection production advisor for approximately 100 hours during the spring.
- Chess-in-the-Schools – after school tournaments
- Stock Market – during and after school activity for 7th graders.

Our school faces many challenges which are listed:

- Aligning content areas to Common Core Learning Standards through common planning and teacher teams.
- Meeting AYP by increasing the number of students who meet proficiency in ELA, Mathematics, Science, and NYSESLAT using systems such as the Data Tracking System to provide targeted instruction.
- Building capacity for teachers through targeted professional development based on content area specialty and interest.
- Using assessments on a more granular level in order to improve instruction and student outcome.
- Curricula and academic tasks reflect planning to provide students access to the curricula and tasks and cognitively engage a diversity of learners.
- Across classrooms, teaching strategies (including questioning and scaffolding in English and/or native language were appropriate, and routines) inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, including work of ELLs and SWDs.
- Actionable feedback to students is essential in order to help them improve their work products. Evident "checks" for understanding. There was evidence of conferencing and documentation but it was not the vast majority.

We at Hudde seek to provide a rigorous, collaborative, thought-provoking CCLS aligned curriculum. We believe all students can learn and will leave Hudde as academic, life-long learners. Our learning community includes ongoing, formative assessments to drive comprehensive instruction by addressing the needs of all our students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
As we reviewed the item analysis for the NYS ELA examination, we saw there was a trend that our lowest one third (ELL and SWDs included) students struggled in the areas of identifying central ideas, use of supporting details, reading comprehension and analyzing text structures.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
To see an 8% increase in the measured progress of our lowest one third students including ELL/SWD, in grades six through eight, in ELA based on the 2013-2014 standardized test scores. Teachers will create performance tasks aligned to the CCLS and enable these required skills into the Performance Tasks ensuring students are exposed to this level of rigorous instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Use of NY Ready and Code-X After school ELL – Title III – targeted instruction in listening, speaking, reading and writing in English	Lowest one third students in the 6, 7, and 8 grades	September 2014 – June 2015	ELA Assistant Principal, ELA teachers, PIC teacher and ELL teachers
Scaffolding, access to General Education curriculum, and multiple points of entry with Performance Tasks.	Lowest one third students in the 6, 7, and 8	September 2014 – June 2015	ELA Assistant Principal, ELA teachers, PIC teacher and ELL teachers

	grades		
Data analysis of 2014 ELA performance. Data analysis of ELA Fall benchmark - analyze data to use results to plan lessons.	ELA Teachers	September 2014 – June 2015	ELA Assistant Principal/ELA teachers, PIC teacher and ELL teachers
Professional Learning designed to create tasks aligned to the CCLS and are rigorous. Collaborative planning by teachers who have major input on the timeline for assessments, collection of tasks and analysis of student work.	ELA Teachers	September 2014 – June 2015	ELA Assistant Principal/ ELA teachers, PIC teacher and ELL teachers
Title III Supplementary Program - Achieve Now Academy Program – Saturday and after school	ELL's and targeted students who are part of the lowest one third	January 2015 – May 2015 November 2014 – May 2015	Assistant Principal and ELL teachers Principal/Assistant Principal/teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Purchasing of NY Ready Practice and Instructional books.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**	x	**Title III**	x	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
TIF funding Achieve Now Program									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
October 2014 (initial performance task) November 2014 (ELA benchmark) January 2015 (PARCC assessment) February 2015 (PARCC assessment) March 2015 (PARCC assessment) April 2015 (NYREADY assessment)				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe	**x**	Yes		No

	specified?				
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Strengths: Results of school survey – students stated they had an adult to talk to. Results of 13-14 recommendations from PPO Weakness: Results of school survey – 50% don't feel safe

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
To decrease the number of school-wide suspensions and behavioral incidents, as per the OORS, by 5% during 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
After School – Girl Leadership – addressing issues and topics related to fostering leadership skills for females.	Female Students	October 2014 – June 2015	GIRL Be Heard grant (Councilman)
Broadway Performance – after school performing arts program	All students	Spring 2015	Shubert Foundation/MTI Broadway Jr. program grant
Community Based Organization offering after school academic enrichments, arts and recreation.	All students	September 2014 – June 2015	CAMBA
School-Wellness Council Program – to support the overall health and emotional well-being of students.	All students	November 2014 – June 2015	Grant from the School Wellness Council – Assistant

		(Monthly mtg.)	Principal/Guidance/Health Phys. Ed and SAPIS
Student Government – establish lines of communication between administration and students to support a safe learning environment.	All students	December 2014 – June 2015	Dean
After school intramural extracurricular activities	All students	September 2014 – June 2015	CHAMPS
Basketball Intramural Team	8th grade boys	September 2014-June 2015	Basketball Coach
Chess-in-the-Schools – during class and after school tournaments and activities	6th grade students	November 2014 – June 2015	Chess in the Schools
Stock Market – during class and after school activity.	7th grade students	September 2014 – June 2015	Math teacher
Additional support for academics through CAMBA, Achieve Now Program and Title III.	All students	September 2014 – June 2015	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Shubert, CAMBA and teacher per session.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**	x	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
CAMBA, Broadway Junior Program and CHAMPS									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
Compare the number of school wide suspensions and behavioral incidents, using OORs, to the number of incidents in 2013-2014. This comparison will take place in February 2015.				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 14. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the 2012-2013 Progress Report, 21.8 out of 60 improved on state English and Math tests. As a result, teachers need to improve their teaching skills in order to meet the needs of our students. According to 2013-2014 Advance data, teachers need professional development in order to move their practice from developing to effective and from effective to highly effective. In order to accomplish this, collaboration must take place. Teachers will meet on vertical and horizontal teams every Tuesday afternoon from 2:20pm – 3:30pm. Our strength is that teachers on grade levels analyze data and plan together. Teachers work together on professional learning periods to build curriculum along all grade levels.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, 100% of teachers will take part in weekly collaborative professional learning committees. This will result in an improvement of teacher practice as evidence by a 5% increase in the number of teachers moving from developing to effective or highly effective in Danielson competency 3b.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Professional Learning – Teachers will be provided with a workshop focused around the 2014-2015 Citywide Instructional Expectations. Teachers will be provided with resource materials to support the instructional focus for the school year. Teachers will be provided with opportunities to examine the Danielson Framework to ensure quality planning, preparation and delivery of lessons. Teachers will be provided with opportunities to explore the Depth of Knowledge Wheel to improve questioning strategies and develop higher order conversation and discussion techniques. Departments across all grade levels will analyze data, review concepts, create unit plans,	All teachers	September 2014 – June 2015	Assistant Principals, lead teachers and PIC teachers

incorporating the CIE, instructional focus, and DOK information into units of study. An emphasis on differentiation, ELL and Special Ed strategies will also be included in order to meet the needs of our students.			
Workshops, building camaraderie among staff members, ELL strategies, differentiation, points of entry, and UDL.	All teachers	September 2014- June 2015	Assistant Principals, lead teachers and PIC teachers
Technology workshops, how to improve instruction with the use of technology, including smart boards and software.	All teachers	September 2014-June 2015	Assistant Principals, lead teachers and PIC teachers
How to create performance tasks aligned to the CCLS.	All teachers	September 2014 – June 2015	Assistant Principals, lead teachers and PIC teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PIC teachers Websites

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**		**Title III**	x	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
TIF funding for Peer Instructional coaches Broadway Junior									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
We will analyze teacher improvement in competencies through Advance in February, 2015.				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	**x**	No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Increased Professional Development in the areas of questioning, planning and assessment. This Professional Development will include intervisitation among the teachers including Peer Instructional coaches.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 24. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Data from the previous year's math state test indicate that 76% of our students are below level in math.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
To see a 10% increase in the measured progress of our lowest one third students including ELL/SWD, in grades six through eight, in Math based on the 2013-2014 standardized test scores. Teachers will create performance tasks aligned to the CCLS and enable these required skills into the Performance Tasks ensuring students are exposed to this level of rigorous instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
After school ELL – Title III – targeted instruction in listening, speaking, reading and writing in Math	Lowest one third students in the 6, 7, and 8 grades	September 2014-June 2015	Math Assistant Principal, Math teachers, PIC teacher and ELL teachers
Pearson CMP3 – Mathematics CCLS aligned curriculum	Lowest one third students in the 6, 7, and 8 grades	September 2014 – June 2015	Math Assistant Principal, Math teachers, PIC teacher and ELL teachers

Scaffolding access to General Education curriculum, and multiple points of entry with Performance Tasks.	Lowest one third students in the 6, 7, and 8 grades	September 2014 – June 2015	Math Assistant Principal, Math teachers, PIC teacher and ELL teachers
Data analysis of 2014 Math performance. Data analysis of Math Fall benchmark – analyze data to use results to plan lessons.	Lowest one third students in the 6, 7, and 8 grades	September 2014 – June 2014	Math Assistant Principal, Math teachers, PIC teacher and ELL teachers
Professional Learning designed to create tasks aligned to the CCLS and are rigorous.	Lowest one third students in the 6, 7, and 8 grades	December 2014	Math Assistant Principal, Math teachers, PIC teacher and ELL teachers
Collaborative planning by teachers who have major input on the timeline for assessments, collection of tasks and analysis of student work.	Lowest one third students in the 6, 7, and 8 grades	January 2015 – June 2015	Math Assistant Principal, Math teachers, PIC teacher and ELL teachers
Title III Supplementary Program – Achieve Now Academy Program – Saturday and after school.	Lowest one third students in the 6, 7, and 8 grades	September 2014 – June 2015	Math Assistant Principal, Math teachers, PIC teacher and ELL teachers
.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	x	**Title I Basic**		**Title IIA**	X	**Title III**	x	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Shubert Foundation Achieve Now									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 34. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the parent surveys, only 73% of the parents surveyed indicated that they have been invited to an event at Andries Hudde. We want to increase outreach to parents and their attendance at our Parent-Teacher conferences, workshops and student performances.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, there will be a 5% increase in Parent involvement at school events such as Spring Arts Festivals, Award Ceremonies and Parent Workshops. It is our goal to bridge gaps and lead to increased academic achievement and career college readiness. We plan to use community resources such as the Brooklyn District Attorney's Office, Brooklyn College and local government.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Parent Orientation	Parents	September 2014	Principal and Parent Coordinator
• Parent Welcome Tour – PT Conference	Parents		
• High School Information Night	Parents/Students	October 2014	Guidance

• ObamaCare Workshop for Parents	Parents	October, December 2014	Parent Coordinator and Health Insurance Representative
• Health Fair	Adults/Community	Spring 2015	Principal and Parent Coordinator
• Respect for All Workshop/Multicultural Night	February 2015 and Spring 2015	October – December 2014	Guidance Counselor and Staff
• School Spirit Day – Breast Cancer Awareness – Making Strides Against Breast Cancer	Students/Staff	October 2014	Parent Coordinator and Staff
• Breast Cancer Walk/Penny Harvest/Relay for life	Students/Staff/Parents	November – December 2014	Staff
• Hudde Hawks Basketball Team & Games	Students	September 2014 – March 2015	Basketball Coach
• Cheerleaders	Students	March – June 2015	Teacher
• 8th Grade Career Mentor Days	8th Grade Students	Spring 2015	Principal and Parent Coordinator
• Spring Dance/Senior Dance	Students	Spring 2015	Staff and Parent Association
• Talent Show	Students	Spring 2015	Parent Coordinator
• Family BBQ	Students/Staff/Parents	Spring 2015	Principal and Parent Coordinator
• Winter Holiday Potluck	Staff	December 2014	
• Family Math Night	Staff/Students/Families	February 2015	

• Family Literacy/Family Science Night/Multicultural Night	Staff/Students/Families	Spring 2015	Staff
• Family Science Trips	Staff/Students/Families	Spring 2015	Staff
• Blood Drive	Hudde Community	May 2015	Staff
• Extended Parent Teacher Conferences	Parents/Staff	November 2014/March and May 2015	Staff
• Weekly Parent Teacher Conferences	Parents/Staff	September 2014 – June 2015 (Tuesdays)	Assistant Principal, Principal and Parent Coordinator
• ELL Workshops	ELL Parents	Bi-Monthly	Ell Coordinator and Parent Coordinator
• Parent Coordinator Monthly Goals: - Discuss school goals and roles - Plan out school year events and dates - School Messenger to incoming students - Update School Portal - Call Parents - Poster and Sign outside of school	School Community, Students and Parents	School Year 2014-2015	Principal and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator, Assistant Principals and Guidance Counselors.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**	x	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
Attendance sheets for workshops and conferences in February, 2015.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	DRP scores Cut-off score of 2.6 on NYS ELA exam.	MSQI Achieve Now Program	Small group	During and after school (Saturdays)
Mathematics	Cut-off score of 2.6 on NYS Math exam.		Small group	During and after school (Saturdays)
Science				
Social Studies				
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	PPT meeting results	At-risk counseling (SAPIS)	Small group	During school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
x	**Schoolwide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our strategy for recruitment of highly qualified teachers includes a rigorous screening of applicants. These applicants need to be appropriately certified in a content area vacancy and demonstrate content knowledge and superior educational methodologies. Beyond the initial recruitment, our staff is highly involved in professional learning communities, which allow for highly specific development for our staff members.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers' high quality professional development includes bi-annual staff development days and Monday Professional Learning sessions, which allow staff to take advantage of in-house and off-site professional development at locations such as the Modern Museum of Art, Brooklyn Botanical Garden, Brooklyn Museum, and the Museum of American History. These professional development conferences help the teachers maintain a high level of professionalism. This allows the teachers and paraprofessionals opportunities to receive professional development. We have partnerships with the Modern Museum of Art, Brooklyn Museum, Museum of American History, Brooklyn Botanical Garden, Chess-in-the-Schools, Brooklyn District Attorney's office, and Girl Be Heard. We have four PIC teachers and one DT teacher. The PIC teachers are also our Ambassadors to the Network. We have also identified four TIF teachers who receive PD from the Office of Teacher Effectiveness. These teachers turnkey workshops so that all staff members benefit from Network Professional Development. These Professional Development conferences help the teachers maintain a high qualified standard of professionalism.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL Committee, which is made up of teachers and administrators, review assessments and make decisions.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$677,387	X	10,11,14,16,18
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	$13,056	X	10,11,14,16,18
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	$4,513,570	X	10,11,14,16,18

[1]**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

22K240 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 the school. **Andries Hudde JHS 240,** 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 the school and the families. The 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 the school community. **Andries Hudde JHS 240** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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
- Parent Orientation
- Parent Welcome Tour
- High School Information Night
- ObamaCare Workshop or Parents
- Health Fair
- Respect for All Workslhop/Multicultural Night
- School Spirt Day – Breast Cancer Awareness
- Breast Cancer Walk/Penny Harvest/Relay for Life
- Hudde Hawks Basketball Team and Games
- Cheerleaders
- 8th Grade Career Mentor Days
- Spring Dance/Senior Dance
- Talent Show
- Family BBQ
- Winter Holiday Potluck
- Family Math Night
- Family Literacy/Family Science Night/Multicultural Night
- Family Science Trips
- Blood Drive
- Extended Parent Teacher Conferences
- Weekly Parent Teacher Conferences
- ELL Workshops
- Parent Coordinator Monthly Goals

22K240 School-Parent Compact (SPC)

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and

consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Andries Hudde JHS 240	DBN: 22K240
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: _____ Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information

☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

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:

Rationale:

As evidenced by data available for our English Language Learners (the 2014 NYSESLAT results, ELL Interim Assessment results, 2014 New York State English Language Arts Assessment, 2014 NYSITELL results, and informal teacher assessments) our students are in need of supplemental academic support services in English Language Arts.

It is our rationale that this support would be best delivered in small, targeted group instruction. All 114 English Language Learners will be offered placement in the program. Acceptance will be determined both by first the criteria of targeted groups and second by a first come first served basis. Three classes of 20 will be formed. Therefore, 60 of 114 ELLs receive direct services. Students will be placed on waiting lists if attendance becomes an issue. If necessary, we will expand the program by hiring another ESL licensed teacher. In lowering the student-to-teacher ratio, it is our belief that our English Language Learners will be given opportunities to optimize their learning. In targeting groups of children (instruction for beginners, students at risk of becoming Long Term ELLs, and those that have already been designated Long Term ELLs) students will have their particular needs addressed. Our supplemental Title III program will group beginner level ELLs/newcomer students to provide them with the comfortable and safe learning environment they need for English language acquisition in the areas of listening, speaking, reading, and writing. It is our rationale that students who are supported with the acquisition of the English language early on will be able to create the strong foundation necessary to become fluent in the English language. This group will consist of newly enrolled students, and students who are at a beginner level on the NYSESLAT and/or NYSITELL. This subgroup will be students of varying backgrounds and native languages. The teacher will utilize a variety of ESL methodologies within the lessons. These ESL methods include but not limited to: Total Physical Response (TPR) whereas the teacher skillfully uses the command system of language to develop receptive language. Students respond physically rather than verbally and speech emerges naturally. Within this method, speech, visual and physical clues help students comprehend the second language more effectively. The teacher will use the Natural Approach, whereas this "acquisition based" method focuses on authentic communication as its primary goal. It is characterized as a low-anxiety approach because the focus is on

Part B: Direct Instruction Supplemental Program Information

meaning rather than form. It is our goal to effectively meet the needs of our beginner group of English Language Learners. Our supplemental Title III program will provide students at risk of becoming Long Term ELLs with the instructional support and scaffolds they need in English Language Arts to prevent them from becoming long term ELLs. The teacher will incorporate a Cognitive Academic Language Learning Approach (CALLA) whereas students learn meta-cognitively. The teacher will use a variety of instructional strategies such as: read alouds, modeled talk, scaffolding, extensive visuals, computer technology with current software (headphones available which will aide in the students listening skills), and graphic organizers. Our supplemental Title III program will provide those students identified as Long Term ELLs the instructional support they need to become proficient in the English language. Here, the teacher will model, practice and administer activities that mirror the NYSESLAT. Reading deficiencies across the ELA Common Core Learning Standards will be identified and addressed. Students will be engaged in rigorous learning tasks that support higher order thinking. They will be provided with appropriate scaffolds to help them successfully analyze ELA reading and writing tasks. Academic Intervention supports will be utilized throughout this sub-group to address the language deficiencies of our students. As the Title III Program is the only after-school program running at this time, a supervisor already on site will supervise the program.

Subgroups and Grade Levels of Students to be Served:

All English Language learners across grades 6, 7, and 8 will be offered the Title III after school program. Preference will be given to children who are in the following subgroups:

Subgroup A: Newcomers/Beginner level ELLs (Grades 6, 7, 8)

Subgroup B: Students identified as being AT RISK of becoming long term ELLs (Grades 6, 7, 8)

Subgroup C: Long Term ELLs (Grades 6, 7, 8)

Schedule and Duration:

Students will be provided with 18 weeks of instruction. Two additional sessions will be added prior to the administration of the NYSESLAT for a total of 20 supplementary instructional periods. Instruction will take place after school on Thursdays from 2:20pm – 4:20pm. Two additional dates will take place on Wednesdays as the testing window for the NYSESLAT approaches. The program will begin on January 8, 2015 and end on May 21, 2015. An additional two sessions will be added prior to the administration of the NYSESLAT. In doing so, chidren will be provided extra time to support them prior to taking this assessment.

Language of Instruction: All classes will be taught in English with native language supports.

Number and Types of Certified Teachers: There will be three ESL certified teachers teaching the content in this program to enhance the acquisition of academic English and impact academic achievement of our ELLs and ELL subgroups.

Types of Materials:

Part B: Direct Instruction Supplemental Program Information
Continental's New York ELLs is a student book we will purchase that addresses the speaking, listening, reading and writing language domains. It focuses on academic content and items for the Common Core's emphasis on reading for information. Lessons from this book include response to graphic information, reading comprehension, comprehension of dialogue and information, picture-based stories, listening for academic content, and fact-based essay writing. Practice Exercises in Basic English is a beginner English book we will purchase that presents skills in a simple progression using carefully prepared examples, followed by exercises to develop them. They are repeated in a variety of formats, so students learn and retain. Other materials included at no cost to the Title III program are English dictionaries, native language translation dictionaries, picture glossaries, computer technology, and flashcards.

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: Rationale: At no cost to the Title III Program, our ESL teachers will receive training from the Department of English Language Learners and Student Support (DELLSS). They will then work collaboratively and "turn-key" this information in a series of Professional Learning Opportunities to our teaching staff. With a new "Team Teaching" ESL pilot in Grade 6 at Andries Hudde JHS 240, our ESL licensed teacher and the content area teacher co-teach every day. With this new initiative, it is imperative that the content area teachers in this program receive training. As this model is new to many of our teachers, it is one of our goals to support the content area teachers who now work with our English Language Learners. We will provide a high quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classrooms. The professional development will be well-planned and ongoing. Additionally, we have English Language Learners in Special Education classes. Our ESL licensed teacher provides instruction to this group of students for the mandated number of periods on a daily basis. It is also our goal to support the Special Education teachers with professional development in ELL methodologies through the Title III Program. Teachers to Receive Training: ESL Teachers: Ms. Horn

Part C: Professional Development

Mr. Roland

Ms. Javed

Content Area Teachers:

Ms. Meola

Ms. Gerratano

Ms. Benfield

Ms. Supangan

Ms. Palmeri

Mr. Josephat

Mr. Clamucha

Mr. Furnari

Special Education Teachers:

Ms. Siano

Ms. Wahl

Ms. Lopez

Mr. Johnson

Ms. Saunders

Ms. Tishakova

Ms. Kanhai

Schedule and Duration:

Three hours of after school planning time per month will be used to plan and formulate professional learning workshops for teachers from November through June. At no cost to the Title III program, ELL Professional Learning for content area teachers and special education teachers will then take place two Mondays a month from November – June from 2:20pm – 2:40pm. Additionally, at no cost to the Title III program, our ELL teachers, content area and special education teachers will be sent periodically to the Department of English Language Learner Student Support for learning opportunities that become available.

Topics To Be Covered:

Part C: Professional Development
1. A Framework for Raising Expectations and Instructional Rigor for English Language Learners 2. The Blueprint for English Language Learners Success 3. Pillars in Practice: Chancellor's Guide to the 2014 -2015 School Year 4. 2014 -2015 Citywide Instructional Expectations 5. Analyzing ELL data 6. Supporting ELLs with our instructional focus 7. Modifying lesson plans/curriculum units to include scaffolds for ELLs The ESL methods to be incorporated are QTEL, TPR, CALLA Approach, Holistic Approach, and Natural Approach. Name of Provider: At no cost to the Title III Program, our ESL teachers will receive training from the Department of English Language Learner Student Support. They (Mr. Roland, Ms. Horn and Ms. Javed) will then turn-key this training to our staff members.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Rationale: With the Pillars in Practice: The Chancellor's Guide to the 2014 – 2015 School Year as our guide, it is our belief that forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown over time to have positive outcomes on academic achievement and the overall culture of the school. Parental involvement supports, encourages, and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at Andries Hudde Junior High School 240. Schedule and Duration: In addition to our mandated activities, such as parent orientation during the ELL identification process, we plan to implement a variety of Parent engagement workshops designed for the parents of our

Part D: Parental Engagement Activities
English Language Learners. These workshops will take place once a month from November – June for two hours a day after the school day. It is our hope that these activities will support ELL families and impact higher achievement for our English Language Learners. Topics to Be Covered: 1. Resources available from the Department of English Language Learner Student Support 2. Accessing and Understanding Student Data 3. Preparing our children for the NYSESLAT 4. Preparing our children for the New York State ELA 5. Preparing our children for the New York State Math Assessment Name of Provider: Our licensed ESL Coordinator (Ms. Horn) will conduct the workshops with our Parent Coordinator (Ms. Clemente). How Parents Will Be Notified of These Activities: At no cost to the Title III program, the translation of materials and notices for these workshops will come from our Translations Funds. Additionally, we will utilize the Translation Unit of the Department of Education to translate communication about these workshops. Additionally, at no cost to this program, our Automated School Messenger will provide notification phone calls informing parents about these activities.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 602

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Data collected indicates that the following 104 of students of our English Language department need to have information translated into their Native language and sent home through various variety of modes of communication:

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

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

1. Determining the Primary Language of all our students/families.
2. Maintain current records of the primary languages of our students/families
3. We recognize our obligation to provide language assisstance services to our students/families, and do so to the best of our ability.
4. We continually assess the language translation needs of our students/families and make appropriate budgetary decisions to support them.
5. We acknowledge our role and the role of the Translation Unit in translating Critical Communication for students/families in a timey matter. (these forms include but are not limited to: registration forms,entitlement forms, lunch forms ,applications for various afterschool programs, HS application, standards and performance , conduct, progress reports, safety, special education, health, transfers, and legal matter etc.)
6. We inform our parents about alternatives to translation when necessary.
7. To the maximum extent practicable within the budget appropriated for such service, we provide interpretation services.
8. We provide parents with Notification Requirements Bill of Rights and Responsibilities
9. We have established a mechanism for requesting language access services
10. We send key staff members for training provided by the Translation Unit whenever possible and this information is then turn-keyed.

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 22	Borough Brooklyn	School Number 240
School Name Andries Hudde Junior High School		

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

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

D. StudentDemographics

Total number of students in school (Excluding Pre-K)	920	Total number of ELLs	105	ELLs as share of total student population (%)	11.41%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							1	1	0					2
Pull-out							4	4	4					12
Total	0	0	0	0	0	0	5	5	4	0	0	0	0	14

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	69	21	5	31		19	5		1	105

	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
Total	69	21	5	31	0	19	5	0	1	105
Number of ELLs who have an alternate placement paraprofessional: 3										

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							18	20	7					45
Intermediate(I)							7	13	8					28
Advanced (A)							12	13	7					32
Total	0	0	0	0	0	0	37	46	22	0	0	0	0	105

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	22		4		0		0	0	26
7	29		8		0		0	0	37
8	16		1		0		0	0	17
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0								0
8	4		13		10		1		28

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New YorkState Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	2		2	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   In order to best assess the early literacy skills of ELL students, our school uses a variety of Assessment tools. Within the Achieve 3000 technology program, Level Set is the online assessment tool that utilizes the Lexile Framework to measure each student's nonfiction reading comprehension for accurate placement in the program. Lexiles are also used to measure the difficulty of the text

based on sentence length, the difficulty of the words, and the frequency with which the words are used. The program uses this information to precisely match each student to the student's instructional level of the text. The lexile method of scoring differs from other measures. Since some teachers are unfamiliar with the Lexile numbering system, Achieve 3000 reports always "translate" each student's Lexile score to an approximate grade-equivalent reading level. For example, if a student scores 500L, his score is translated to a 3 and he receives reading materials appropriate for a student reading at approximately a third grade level. Data obtained through this program is continually examined by teachers and the Assistant Principal of the ELL Department in order to drive instructional practices.

In addition, our school opted to have all ELL students participate in the New York City ELL Periodic Assesment.This Periodic Assessment for English Language Learners is an optional assessment provided by the NYCDOE. This assessment is intended to provide our teachers with detailed information of their ELL students' English language development. The ressults of the assessment is available to all the teacher as well as the students shortly after administration of exam. The ELL Periodic Assessment is an untimed test. There are 30 items on the assessment which tests skills of three modalities, listening, reading and writing. After reviewing results of this data teachers will teach, group and plan according to students weakness in any specific modaility.

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

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

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

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

What is revealed by the data across proficiency levels is that Advanced students on average take an additional two years within that level before reaching Proficiency and testing out. Patterns revealed based on the modality aggregate data across the three grades, most students scored Advanced or Proficient in Speaking and Intermediate in Reading.However, Listening and Writing data revealed most students scored Intermediate and Beginner levels respectfuully.Thus, Reading andSpeaking were the strongest modalities whereas listening and writing are the weakest modalities. Given this data, instruction will be aimed at addressing each ELLs individualized needs. Prior knowledge, past experiences and cultural backgrounds will be incorporated into classroom activities. ELLs will be immersed in a print rich environment, where comprehension, participation, and higher order thinking skills will be emphasized through the use of a wide variety of teaching methods and assessments, within alignment of theCommon Core State Standards. Periodic assessments reinforce the data gathered in the NYSESLAT. Results from ARIS are disseminated by our ELL Coordinator and distributuited to all of ELLs teachers.The detailed specific data is to skills specific and the teachers use these results to differentiate their instruction so as to better meet the individual needs of students. Given this information, instruction will continue to be focused on improving our students' proficiency in these areas.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

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

accordingly.

4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

-A. The patterns across proficiencies and grades is that Advanced level students take two years within that level before reaching English language proficiency. All ELLs are offered and given State exams in their Native Language, however, only less then 10% choose to take the exam in their Native Language. The teachers as a whole provide additional support for advanced level students in an effort to provide them with skills needed to reach proficency at a faster rate. We do this within the 50 minute tutorial period, within the Title III After School ELL Academy, and within classroom groups. Students in this group are tracked by Inquiry Team members and decisions based upon all interim data reports are shared and examined. Instructional decisions are made in an effort to provide students with the optimum learning experience to reach English language proficiency.

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

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

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

N/A

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

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

7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

N/A

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

Each program's success will be based upon its effectiveness in helping our ELL students improve their English language proficiency and achievement levels both within the classroom and on standardized exams. Such effectiveness is measured by data gathered from NY State Exams,ELL Periodic Assessments, Achieve 3000 data reports, the NYSESLAT reports, the RNMR as well as the DRP for the 6th graders and Unit Performance Tasks in all subject content areas. It is our goal that 15% of our 105 ELL students will advance in their English language proficiency as measured by these various instruments. Our program's effectiveness will continue to be reviewed as we examine current data to determine whether or not we are approaching our goals for the school year.

The content performances are based on the prior years, City and State Math and ELA exam results. Our school currently offers Freestanding ESL instruction as the method of instruction for ELLs, based on parental preferences on the Parent survey. ESL instruction is provided for all ELLs as required under CR Part 154. The ESL program is 75% English instruction and 25% native language support. The classes are grouped by grade and heterogeneously(mixed proficiency levels).

Support is provided by word to word dictionaries, and bilingual glossaries for each content area. All ESLteachers, as well as subject area teachers who have ELLs or former ELLs, work together to support the native language of the population in their classes. Beginner and Intermediate students will receive 360 minutes per week of ESL., Advanced students will receive 180 minutes per week of ESL and ELA. These students will get five periods of ESL and five periods of ELA in a mainstream environment. The instruction of the

ESL component will be provided by a licensed ESL teacher, who will either pull-our or push-in based on school's shceduling. This leveling will enable the students of each group to advance at their own rate as well as challenge them in various content areas. will be provided The 180 minutes of ESL will be provided by an ESL licensed teacher who either pull-out or push-in depending on the needs of the students, and scheduling.

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

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

   At Andries Hudde JHS 240 we recognize and appreciate that our parents play a key role in determining the program that best matches the academic and cultural needs of their child. We continually look forward to working with our parents to make important decisions regarding each and every child's education. As new students come with their parents to enroll in the school, they are greeted by Pupil Accounting Secretary, Rosemarie Fischetti. Ms. Fischetti then calls upon trained ESL licensed pedagogue Robin Horn (ESL Coordinator) to conduct the formal and informal interview process.

   The initial identification process begins with the Home Language Identification Survey (HLIS) which is the Formal part of the identification process. which is conducted by our licensed ESL Coordinator Robin Horn. The HLIS is given to parent in his or her Native Language and if needed and Interpretor is called upon by either our staff and our use of the NYCDOE phone translators. After completing the Home Language Identification Survey, the parents/guuardians as well as the child are given an Oral Interview by Robin horn our licensed ESL Coordinator. This Oral Interview is a more accurate step that helps to determibne if it is actually the who Limited English or if it is just the Parent/guardian. There are times that the Language spoken at home is other than English however the child is fluent in speaking English. If the Oral interview suggests this than there is no need for administering the LABR.

   Another part of the Oral Interview process if needed is the SIFE interview. This intervied helps to determine if the student had any interruption in his/her education. This is just another helpful tool for assessment that helps to determine instructional/placement desiciions. ALL parents are provided a HLIS in their native language also when necessary and an Interpreter is called upon if needed. A copy of the HLIS for each student is kept on file in the ESL Coordinator's office (Robin Horn) in a locked cabinet, and the original is placed in the student's cumulative folder. Parents will also be provided with a Parents' Preferred Language Form in order to facilitate future communications.

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

   If students are identified as ELLs, the parents are immediately encouraged to stay to watch the New York City Department of Education online Parent Orientation video given by Ms. Horn, licensed ESL Coordinator who will facilitate the viewing of this video. If parents are unable to stay they are sent home a date for New Admit Orientation, this letter is distribited in their Native

Language. Parents are given several opportunities and or make-ip dates to view the video which explains the three important parent choices for instructional programs offered by the city of New York: Transitional Bilingual, Dual Language, and Freestanding ESL. If parents can not stay at this time, they will be provided with a scheduled appointment within ten days of enrollment.and at this orientation Ms. Horn, licensed ESL Coordinator will have translators if needed to helpl ensure that before parents leave, they understand all programs offered by the Department of Education. New admits who are eligible for the LABR are tested within 10 days upon enrollemnt.

After viewing the video, parents are asked to complete a Parent Survey and Program Selection Form which is collected the same day and kept on file at the school. Interpreters are available to assist with questions. The Parent Survey Form helps the school determine the type of ELL instructional program that will be offered for the school year. It has been a trend in the past three years that parents have chosen the ESL freestanding program, which includes: self-contained, ESL pull-out and push-in models. Within 20 days of enrollemnt all information of LABR eligibilty and Parent Progrm Choice is then entered into the ELPC screen in ATS by our ELL Coordinator, Robin Horn.

Andries Hudde, in an effort to build alignment between parent choice and program offerings, continually monitor the requests of parents and the number of possible participants in a TBE program. If the parents of 15 students on the same grade or contiguous grades request TBE, a class would be formed. It has, however, been the trend that parents opt for our Freestanding ESL program. Parents who choose a bilingual program are provided with the different options which include registering their child in a bilingual program in another school. This process is done with a translator to ensure all information is understood. Students with special needs, mandated by CSE to receive bilingual services, will be assigned a bilingual alternate placement paraprofessional who speaks the student's native language. He/she will also receive mandated ESL services by the ESL coordinator. Entitlement to ESL service is based both on the LAB-R scores for Newcomers and Spring 2013 NYSESLAT scores.

Provisions are made for parents who are unable to attend scheduled orientations. The ESL Coordinator, Robin Horn, will conduct a phone orientation (using translators) and or Phone Interpretatations to ensure that parents are well informed of all the instructional programs which are available to them.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

At this time the data results of the RNMR scores of skill specific modalitities are unavilable. Therefore, we will beutilizing the RLAT test results printed from ATS. This data is reviewed to determine which students scored proficient and or which students moved at least one proficiency level within two consecutive years. From this information, the ESL department creates each student's program and decides what additional academic interventions and supports they may need. Those who score proficient on the NYSESLAT will receive a non-entitlement/transition letter explaining their non-entitlement to ESL services, and will continue to receive up to 2 years of language support. All other students who did not score a proficient level on the spring NYSESLAT, will receive a

continued entitlement letter. These students will continue to receive ESL services throughout the school year. Parents are invited to workshops that include but are not limited to understanding the NYSESLAT, ELA- The New Common Core Curriculmn, as well as the State Math Exam and their rights to take exams in his/her Native Language when available.. At the Workshops there are Bilingual Translators at each table to help in disseminating all important information. All parents are given the opprtunity to ask questions as well as give feedback for any further Workshops needed and or requested.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ

After reviewing the Parent Survey and Selection forms it has been the trend over the past years that Parents Opt for our Freestanding ESL program. In the past three years, Andries Hudde has offered a 6th, 7th and 8th grade ESL Freestanding program. In an effort to build alignment between parent choice and program offerings, we continually monitor the requests of parents and the number of possible participants in a Transitional Bilingual or Dual Language program. If the parents of fifteen students on the same grade or continuous grades request a bilingual class model, a class would be formed. Parents who choose a bilingual program are provided with the different options which include registering their child in a bilingual programin another school within the district if available. At this time the program/s offered at Andries Hudde are aligned with parent choice request. All consutations and or orientations are available to all ELL parents/guardians and are always provided with translators in their Native Language in order to ensure that they are well informed of their choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group],ungraded [all students regardless of grade are in one class],heterogeneous [mixed proficiency levels],homogeneous [proficiency level is the same in one class])?

    ESL and content area instruction are delivered within our Freestanding ESL 6th, and 7thgrade self-contained classes. Our 8th grade ELL are dessimentated into our main-stream and receive ESL services by our ESL Coordinator, licensed ESL teacher Robin Horn. The services provided are either 360 minutes or 180 minutes accordingdly to data from the 2013 NYSESLAT. These self contained classes are taught by licensed ESL pedagogues. Teachers are departmentalized according to their qualifications. In addition, ELL students with advanced level skills, students with special needs, and students identified as in need of extension of services receive mandated instruction from our ESL Coordinator. These students receive mandated 180 and 360 minutes within a push-in and pull-out model. Throughout the school day all instrusction is delivered to our ELL students using ESL methodologies. These methodologies are incorporated into all content areas including related arts. In doing so, students of varying abilities receive more than their mandated 180 and 360 mandated minutes of ESL instruction daily. The block classes are heterogeneously mixed. Students change subject area classes and travel throughout the school and classrooms similarly to their mainstream counterparts. Instruction of ELLs is cognitively challenging and information learned is scaffolded so as to ensure the students' success. Learning is organized into topics and Unit Themes so that students can build upon previous learning of vocabulary and grammatical structures as well as acadmic concepts and skills. Our students work within flexible groups, which affords them the opportunity to see other learning styles in problem solving while developing an appreciation for eah person's contribution to the group. Instruction is differentiated for each ELL sub group. Modes of differentiation include tiered assignments, use of different modalities, use of visual and listening aides as well as a wide variety of books aimed at benefiting beginner, intermediate as well as advanced level ELL students.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

    As per CR Part 154 we provide instruction to our English Language Learners with licensed ESL teachers for all content area instruction (English Language Arts/ESL- 2 periods daily, Math-1 period daily, Science 1-period daily, Social Studies- 1 period daily) students of beginning, intermediate and advanced levels exceed the mandated 180/360 minutes of ESL instruction daily. Students identified for our Push- In/ Pull-Out program receive the mandated 360 minutes of instruction for Beginner and Intermediate levels, and 180 minutes for Advanced level students. All classes are aligned with the Common Core Standard and utilize ESL methodologies. This leveling enables the students of each group to advance at their own rate, provide them with mandated ESL services, as well as challenge them in various content areas.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

    For the 2013-2014 schools year the ELA/ESL department is using the Sccholastic Code X Curriculum. The curriculum includes a student edition with clode reading exemplars and performance tasks. The teachers edition includes a framework for whole and small group instruction in Close Reading, Text Complexity Analysis, Rubrics word study and scaffolding writing. Throughout all the content areas; Science, Math, Social Studies and ELA/ESL the instructional approaches used are: Academic and Content vocabulary which is incorporated into all subject areas of instruction , scaffolding, extensive use of visuals, gestures, audio-visual materials, graphic organizers, hands-on materials and computer technology.

    State certified licensed ESL teachers use QTEL methodology, the Natural Approach, CALLA, and TPR to ensure that LEP students meet the standards and achieve at high levels on assessments. The materials used for instruction are aligned with the New York State Common Core Standards and New York City ESL Standards. In our varied approaches and methods subject area

content is made comprehensible to enrich language development.

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

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

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

ELLs are appropriately evaluated in their native language throughtout the year using a variety of assessments. The Achieve 3000 program offers student enrichment and evaluation in Spanish and Haitian Creole. Students speaking these languages will be offered support through this program. Native language support is delievered in our ESL program in a variety of ways. Our ESL teachers as well as our bilingual staff work collaboratively with students to support their native language. Bilingual libraries including the Longman series, bilingual picture dictionaries and translated versions of computer programs are available. Translated New York State exams in all content areas other than ELA are given to the ELL student in the native language if available. Throughout the year all classrooms that have ELLs are given Word to Word glossaries in each content area well as bilingual dictionaries which are readily available for our ELLs.

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

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

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

ESL Educators at Andries Hudde will differentiate instruction for all ELL subgroups in a variety of ways. Our instructional plan is to incorporate the Achieve 3000 program to assist ELL students in becoming proficient readers, and individualize reading instruction. Achieve 3000 is computer based program which ustilzes various modes of te non-fiction literacy differentiation program. Each student is provided with a laptop. The focus of the program is to individualize non-fiction reading passages to meet the needs of all students of varying levels. All ELL students are provided with this additional literacy support in order to improve student outcomes. In addition, teachers of ELL classes differentiate instruction using a variety of methods. Teachers group students both homeogeneously and heterogeneously for lessons. They use data from a variety of sources to which enable them to implement their lesson plans to meet the needs of individual students.

We received a SIFE grant allows our SIFE to receive additional supplementary instruction. This instruction is given two hours a week after school in a small group setting. This SIFE program offers a variety of instruction in both academic and social skills needed for growth. Their progress is monitored weekly by our SIFE Inquiry Team and uses the data to adjust their individualized to allow for further growth.The school's policy for SIFE students is to inform their parents and all ESL and non-ESL teachers, and create an individualized student plan based on the input of all teachers. SIFE students will be offered every possible opportunity for assistance, including but not limited to Title III programs, AIS programs, content specific tutoring. Achieve 3000, will be used for additional reading support. For students who speak Urdu, Arabic, and Chinese, additional native language support comes in the form of NYC department glossaries for the content areas and language to language dictionaries. Students are provided a bilingual buddy, when possible to provide extra support. For students who are not identified as needing academic intervention, will be offered tutoring through Title III, AIS, and 50 min afteschool program. During the program they will also use the Achieve 3000. In addition, parents will have the opportunity to meet with their child's teachers to discuss other alternatives to assist the child in their subject areas.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

There are a variety of Special class programs available at our school. When the School Based Support Team along with the parents of ELL students meet to discuss the best class program for an individual student, parents are able to observe 12:1:1 classes, Collaborative Team Teaching Programs, and 12:1 classes. Together, the decision is made as to which setting would most benefit the individual student. All classrooms within our school are designed to meet the needs of our students in a Least Restrictive Environment. We allow for flexibility within the program. For example if a student shows high academic ability within a specific subject area (such as mathematics), he/she will participate in the mainstream mathematics class while receiving the majority of the day's lessons in his/her Special Class. In doing so, we can best meet the needs of all students.

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

New York State certified licensed ESL teachers use QTEL methodology, the Natural Approach, CALLA, and TPR to ensure that LEP students meet the standards and pass the required 8th grade New York State assessments. The materials used for instruction are aligned with New York State and New York City ESL Standards. The ESL methodologies used incorporate listening, speaking, reading, and writing within the curriculum. This creates a comprehensive and complete English language immersion. TESOL certified teachers teach the ESL Language Arts, Social Studies, Science and Mathematics. Where not programmatically possible, non-certified ESL teachers teach the content with support from our ELL Department. We do however still exceed the minimum number of minutes per day of mandated ESL instruction within the content areas daily. A copy of each ESL teacher's license and certifications are on file. Cooperative planning amongst ESL teachers, the TESOL, Assistant Principal and the Principal occurs informally on a daily and weekly schedule, and formally within a monthly schedule. Three of the four ESL teachers have completed the Quality Teaching for Secondary English Learners Professional Development training within their content areas. All ESL teachers use the Natural Approach, CALLA, and TPR to ensure that ELL students meet the standards and pass the required 6th, 7th and 8th grade state assessments.

Non-certified ESL teachers will be provided with professional development by a licensed TESOL teacher, for a total of ten hours for Special Education teachers and seven and a half hours for General Education teachers.

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

create a holistic English language immersion. As a policy at Andries Hudde, ESL teachers will encourage students to use their native language to aid in their content learning.

Each ELL student is administered the NYSESLAT during the spring of each academic year. Once the scores are received they are evaluated to determine implications for instruction. The ESL proficiency level breakdown will be based on the spring 2013 NYSESLAT, which will be available in September 2013. In addition, the data will reflect the LAB-R test results of new ELL students to Andries Hudde. Once the data is obtained students will be grouped according to their level of English language proficiency as determined by their spring 2013 NYSESLAT scores. In September 2013, the NYSESLAT results will show the patterns in English language proficiencies in the four modalities. For students who have scored proficient on the 2013 NYSESLAT, will be provided 2years of language support. They will be placed in a mainstream class for their grade or depending on recommendations by teachers, their academic history, and Math and ELA scores, students will be offered the chance to test for the Andries Hudde Gifted program in the fall and spring. Students will also be provided the opportunity to participate in extended day instructional activities.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
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.

ELL students targeted in need of Academic Intervention Support in the areas of ELA, Math, Science and Social Studies will receive a wide range of services. All students will be enrolled in Achieve 3000 which is a literacy differentiation program that is aligned with the Common Core State Standards that utilizes non-fiction reading passages adapted for each ELL students' individual reading lexile level. Achieve 3000 is a program the incorporates all the modalities which enhances their reading, writing, listenin skills.. Social studies and Science articles will be read, analyzed, discussed, and assessed by students within this program. Teachers will choose reading material to support topics already being implemented in classrooms. This material will support learning taking place. ELLs will also be targeted for improved student outcomes in ELA and Mathematics. Students will be serviced within Academic Support Intervention programs. Their academic progress will be examined by the School Inquiry Team. In addition, students targeted will receive additional tutorial assistance on a 10:1 ratio after school two times a week within our 50 minute instructional period. Finally, students will be enrolled in our Title III Academy after school (and after the 50 minute tutorial). Within the Title III program, students receive specific academic intervention/in Mathematics, English Language Arts, and Science within small groups. Work done in this program is focused on meeting the needs of individual students according to a variety of skill specific data reports. We have also implemented additional services to meet the needs of our SIFE population. These students receive addition services for an hour twice a week in a small group settting.

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

We continiuosly strive to better the effectiveness of all our programs based on the needs of our English Language Learners. Our current program Achieve3000 offers rigorous supplemntary instruction at various entry points based on his/her baseline reading Lexile. Tthe program offers various language support needs such as Spanich ,Hatian Creole etc which help with the Newcomers and Intermediate level students. This support is slowly removed as the student feels more comfortable and the lexile increases.. To date we have had a poisitive outcome utilizing this software tecnology and the data indicates that students reading and writing level are increasing. Achive3000 is now aligned with the Common Core State Stands which has added features such as, Read Alouds, Short Film Summary through Audio, the Struggling ELLs have additional Graphic Organizers :Citing Evidence,and Central Idea, Supporting Details,. There are many opportunities for Unit Debates with approriate Graphic Organizers. This programs offers non-fiction artciles in all content areas such as Science, Social Studies, Language Arts as well as Math. Data is reviewed weekly on our Common preps as well as at our Ell meetings and Lexiles are adjusted acoordingly to help ensure the growth of each students individual needs.

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

With our goal to improve student outcomes for ELL students, we purchased 100 user accounts for the Achieve3000 literacy support program this year. Teachers have been trained and will continue their training on how to utilize the data obtained in this program to better align the Common Core Standards and instructional practices with positive student outcomes. Looking towards the future, if this program succeeds in furthering students' ability in their content areas, we will certainly consider opting to purchase it for the upcoming school year.Also this year our 6th graders are recieveing additional supplementary services through CAMBA. This program helps our 6th graders transition form elementary school to middle school. It offers both Academic intervention as well as Social progression.

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

As we continually strive to support our ELL students in all content areas of instruction, there are no programs being discontinued this school year. We currently will continue to utlize the software technology Achiev3000 . As well as the SMartboards with student laptops, which we in need of more. We would also like to cointinue servicing our SIFE academy which targets those students with interuption in their education. This small group will meet 1x week where they receive an individualized plan based on our Inquiry team findings and what specific data reveals per student; Teachers will plan accordingly. This inquiry team meets 1x a wekk as well to continiously assess the dta and their progress.. We are hoping to receive the funds to continue this very needed target group intervention.

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

In programming our ELL students, we offer all the same opportunities to ELLs that we do their English only speaking counterparts. They therefore are ensured equal access to all school programs. Within all school programs, ELL students are programmed to receive: ELA, Math, Science, Social Studies, Health, Art, Music, Gym, Computers, and Lunch. In addition, students are supported after-school through our 50 minute tutorial 10:1 program. Here, students have an opportunity to work in smaller groups on promotional projects. ELL students are also involved in our Title III Academy. This program takes place after the 50

minute program for an extra hour per day of support in literacy, mathematics and science. Here, it is our rationale that if students are provided with additional time and support across all curriculum areas they will advance academically. Students will have an opportunity to utilize a variety of books and materials throughout this program. They will also have an opportunity to utilize Achieve 3000 to improve literacy skills.

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

    Our ELL classes use a wide range of instructional materials to support learning. In addition, our three ELL classes share a lap-top cart for student use within the classrooms. These laptops are used to enhance and enrich classroom instruction. In addition, these lap-tops are used within the Achieve 3000 literacy differentiation program. Students may log into their accounts from any class within the ELL Department. In addition, computer technology is offered to our classes within the Computer Related Arts program as well as through daily and weekly visits to the school library. Our ELL classrooms are also equiped with state of the art SmartBoard Technology which is used to facilitate instruction. Students receive the same New York State/City approved curriculum textbooks as their English only speaking counterparts. They, however, receive supplemental materials to aide English language acquisition. Listening centers, picture books, dictionaries, reading books, science books, math materials are all in place to support learning.

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

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

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

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

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

    As new students enter our school, they receive an orientation given by our ELL Coordinator, Robin Horn. The incoming students are placed in learning groups according to their language ability. Teachers align their instruction with the needs of their incoming students. Students receive additional language support afterschool within our 50 minute tutorial period. In addition, they are invited to and are included in our Title III ELL Academy after school. Students are assigned with "buddies" to assist them throughout the day as neeed. All of our 6th grade ELLs have been invited and are enrolled in our CAMBA program which is a new program for all 6th graders at Hudde. The program meets afterschool Monday through Friday from 2:20 pm to 5:00 pm. CAMBA offers a wide variety of activities that help increase langyage development and skills that help increase all proficiency in all four modalities.

18. What language electives are offered to ELLs?

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

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

    N/A

C. Professional Development and Support for School Staff

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

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

Title III ESL teachers and licensed content area teachers will be instructed in the most effective ways of meeting the needs of English Language Learners in acquiring literacy skills across all content areas: English Language Arts, Social Studies, Science and Math. Staff development will be driven by a needs based assessment, requests made by teachers as well as topics determined by the Professional Development team. Professional Development for ELL teachers and Content area teachers who teach ELLs will participate in professional developments provided by the Office of English Language Learners. In addition, Content area Network Support Specialist will conduct residencies for all teachers in differentiated instruction and Common Core Standards. Monthly professional development will be provided by both the ELL Assistant Principal and the ESL pull-out teacher, where all participants will analyze student data and student performance based on ELL periodic assessments, progress reports and standards based exams, and interim assessments and unit performance assessments. In addition the Math and Literacy Leaders will provide professional development for ELL teachers during their common preps. To ensure that all staff are in ELL compliance, the ESL teacher attends a variety of Professional Development seminars and turn-keys that information to staff members throughout the minimal 7.5 hours of training required (10 hours for Special Educators).

In transitioning from Elementary to Middle School, we offer a wide range of support to assist our ELL students. When students are in the 5th grade of Elementary School, we offer an Orientation Session for parents and students within our Open House Program. Here, students and parents are provided an opportunity to ask questions and meet key staff members from the school. They are provided information regarding the programs offered at the school. When they enter the school, the Assistant Principal, Dean and Guidance Counselor as well as their teachers meet within grade assemblies and lunch periods to inform and support students with their transition to Junior High School. Students transitioning from middle school to high school attend a variety of High School Informational Meetings with their parents. The Guidance Counselor as well as the Assistant Principal and Dean track student progress in terms of promotional criteria necessary for graduation. In addition to students, our staff members (teachers, parent coordinator, etc) are supported by school leadership and guidance counselors through weekly and monthly professional development meetings. Our Guidance Counselors are sent to a variety of professional development workshops within our network to provide training in order to assist ELLs as they transition from one school level to another. The 7.5 of ELL training for all staff members takes place within our September Professional Development Days, Election Day Professional Development Day, Brooklyn/Queens day and after school through our Title III Program. Here, teachers are provided with strategies to assist them with English Language Learners as well as long term ELLs and SIFE students within their program. They are developed in ESL teaching methodologies. They are provided with data as it relates to individual students in their class. They are also provided with compliance information. The records are maintained through Attendance Sheets that are kept in Robin Horn, ESL Coordinator's office.

D. Parental Involvement

1. Describe ELL parent involvement in your school.Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and overall culture of the school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at Hudde Junior High School. We have an open door policy at the school, so parents know they are always welcome. Written information about classroom assignments, goals, assessments and school events are translated to the best of our ability. The ESL coordinator, with the assistance of the Parent Coordinator will conduct interviews with students, parents and/or guardians who would qualify as English language learners. The data is collected via the home language survey. This data helps determine if parents would need written translations of documents sent home by the school. The data is recorded and utilized throughout the year to ensure information is provided for parents regularly. Any parental concerns are addressed via parent coordinator and or monthly ELL department meetings.

Additionally, curriculum based parent workshops are provided periodically. The workshops provide parents the opportunity to become familiar with school curriculum, culture and acivities provided for all students including ELLs. During these workshops the parents are given the opportunity discuss any concerns and evaluate instructional based programs.

At Andries Hudde, monthly Parent Association meeting are also conducted. Parents are aslo given the opportunity to have their concerns addressed. A monthly calendar of meetings are provided to parents in a variety of languages. We have seen an increase of ELL parent involvement at our many school events, Parents' Association meetings and as well as parents feeling comfortable to reach out to us anytime when there is a concern they may have with their child. ELL parents have come into the school and have been accomodated with translations, mostly through our diverse staffing. Parents take advantage of our open door policy and come to sit in classes to observe the atmosphere of their child's classrooms.

We evaluate the needs of our parents both formally and informally. Formally, NYC Parent Surveys drive much of what we look to celebrate and improve at the school. Informal evaluations take place on a regular basis as parents provide feedback through venues such as the School Leadership Team meetings and Parents' Association meetings. In evaluating the needs of our parents they desire tutoring, extra-curricular activities for the child and after school enrichment programs.
We work diligently to meet the needs of the parents and children by creating a variety of events throughout the year. Letters to homes are translated. Our goal is to build a community within Hudde so to embrace a warmer and safer environment for our children, families and staff.

Parent involvement activities that include all our ELL families:

SCHOOL EVENTS
FAMILY BBQ
PA MEETINGS
SLT MEETINGS
BATTLE OF THE BOOKS
HARVEST DANCE
BREAST CANCER FUNDRAISER
BREAST CANCER WALK
MATH NIGHT
FAMILY SCIENCE NIGHT
LITERACY NIGHT
MULITICULTURAL NIGHT
SENIOR DANCE
MOVIE NIGHT
JERSEY DAY
GAME NIGHT
8TH GRADE WINTER DANCE
MOVIE DATE NIGHT
JUNIOR ARISTA-HONOR SOCIETY

SPRING ARTS FESTIVAL
SENIOR AWARD
URBAN ADVANTAGE EXPO SCIENCE TRIP
HONOR ASSEMBLY
PARENT WORKSHOPS
HEALTH FAIR/WORKSHOP
ANTI BULLYING
CYBER BULLYING/INTERNET SAFETY
ARIS WORKSHOP
PARENT SURVEYS
HIGH SCHOOL INFORMATION NIGHT
MATH WORKSHOP
MENTAL ILLNESS WORKSHOP
SPECIAL EDUCATION WORKSHOP
NYSESLAT WORKSHOP
ALIGNING THE COMMON CORE ELA - ELL WORKSHOP
ALIGNIING THE COMMON CORE MATH- ELL WORKSHOP
ACHIEVE 3000 - ELL WORKSHOP

E. Additional Information

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

Below is a sample schedule for an ELL student in our Freestanding ESL Program. All major content areas are taught by a licensed and trained TESOL. Teachers of related arts and technology are trained within 7.5 hours of madated ESL training per year.

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

Part VI: LAP Assurances

School Name:Andries Hudde JHS School DBN:22K240			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elena S. O'Sullivan	Principal		12/5/13
Denise Nopper	Assistant Principal		12/5/13
Zorida Clemente	Parent Coordinator		12/5/13
Robin Horn	ESL Teacher		12/5/13
Modupe Gillis-Gomes	Parent		12/5/13
Joseph Roland	Teacher/Subject Area		12/5/13
Irina Maryasis	Teacher/Subject Area		12/5/13
Jennifer Palmeri	Coach		12/5/13
Jessica Klett	Coach		12/5/13
Melida Quiroz	Guidance Counselor		12/5/13
	Network Leader		
	Other_____		1/1/01
	Other_____		1/1/01
	Other_____		1/1/01
	Other_____		1/1/01