

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M437

School Name:

HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES

Principal:

NANCY AMLING

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M437
School Type: Limited Unscreened Grades Served: 9-12
School Address: 351 West 18th Street New York, NY 10011
Phone Number: 212 488-3330 Fax: 212 488-3335
School Contact Person: Gary Haber Email Address: Ghaber2@schools.nyc.gov
Principal: Nancy Amling
UFT Chapter Leader: Leia Petty
Parents' Association President: Terrell Mclean
SLT Chairperson: Gary Haber
Student Representative(s): Mae Tonge and Jonah Herren-Lock

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, New York, NY 10010
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: (212) 356-7563 Fax: 212 356-7514

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: CFN 404 Network Leader: Malika Bibbs

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)
Nancy Amling	*Principal or Designee	
Leia Petty	*UFT Chapter Leader or Designee	
Terrell McClean	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Mae Tonge	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Johan Herren-Lock	Student Representative	
Dr. Gary L. Haber	CSA Member	
Epifanie Medina	UFT Member	
Amy Herren	Parent Member	
Elaine Liu	Parent Member	
Marina Melendez	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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Hudson High School of Learning Technologies is a fifth year, limited unscreened high school located in the Bayard Rusting Campus in Chelsea area of Manhattan. Focusing on the [Hudson Student Competencies](#), our [Core Beliefs](#) and our [shared instructional practices](#), we will continue to nurture and challenge Hudson students as they become inquisitive, successful, caring, reflective, college-ready graduates.

Hudson's partnerships with [ISA](#), [iZone](#), [Digital Ready](#), [MOUSE](#), [PENCIL](#) and [Hudson Sailing](#) continue to evolve, while we also begin a new partnership with [The Future Project](#), which brings Hudson's very own Dream Director into our fold.

The mission of **Hudson High School of Learning Technologies** is to promote and develop the [art of inquiry](#) so that our students are confident self-directed learners who are able to understand the world, appreciate multiple perspectives, participate in the progress of their community and become empowered personal advocates.

Hudson HS is dedicated to cultivating strong individuals and future leaders, who will be able to:

- Use inquiry as a means to clarify information, expand knowledge and connect concepts.
- Access and assess informational sources, process data, facts and opinions, and communicate new ideas through the development of transliteracy* skills.
- Deconstruct complex problems and develop collaborative multi-faceted solutions.
- Act with integrity, increase their resiliency, and respect diversity.

Our strength has been in supporting our students in as they progress toward graduation, as evidenced by our 90% graduation rate. We have also been successful in creating a community environment using PBIS and Restorative Justice practices.

Though our graduation rate is one which would like to maintain and improve, our first-time Regents pass rates in all subject areas requires improvement. We would also like to improve our attendance rate and credit accumulation data.

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.

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

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.

The number of students achieving a score of 65% or better on the NYSED Common Core Algebra Regents exam will increase 5% by June 2015.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			
Establishing target groups of students in need of supports based on scholarship reports	Continuous review of student data around scholarship identifying Sophomores, Juniors and Seniors	Beginning in September and ongoing throughout the year	Guidance Counselors, Advisors, Grade team teachers and our programmer
Creating multiple access points to content, product and product.	Continuous review of student data around scholarship identifying Sophomores, Juniors and	Beginning in September and ongoing throughout the year	Special educators, coaches and instructional support teachers

	Seniors		
Offering after school supports and Saturday school options	Continuous review of student data around scholarship identifying Sophomores, Juniors and Seniors	Beginning in September and ongoing throughout the year	1. Grade teams and special educators
Parallel teaching where there are ICT teams	Continuous review of student data around scholarship identifying Sophomores, Juniors and Seniors	Beginning in September and ongoing throughout the year	2. Grade teams and special educators

Part 4 – Resources Needed

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

Extra class programmed during the day and extended day / extended week. Teacher per session. Time for educators to review data and plan supports.

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:

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.

Review data after the January Regents Administration

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

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. |

School-wide attendance for 2013-2014 was 85%. As student attendance directly correlates to student success, we believe increasing the school-wide attendance rate will enable students to receive the necessary supports to ensure academic success.

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.

By June 2015, our school-wide attendance rate will increase 3% to 88%

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Tracking student attendance using Skedula and DOE resources.	All Students	Beginning in September and ongoing throughout the year	Grade teams and Attendance Team
Outreach to students and families to increase attendance	All Students	Beginning in September and ongoing throughout the year	Attendance team – includes guidance personnel, Dean, PPS secretary and school aides, Community Assistant, AP and Attendance Teacher. Use

			of Skedula and Blackboard
Positive Behavior Intervention Strategies (PBIS) to acknowledge those students with exemplary attendance.	Students with 88% and above attendance	Beginning in September and ongoing throughout the year	PBIS Team

Part 4 – Resources Needed

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

Online attendance tracker, DOE attendance resources , personnel to review data, conduct outreach and engage in PBIS attendance strategies. Bi-weekly Grade team meetings. Weekly attendance meetings to review data and target students. Daily outreach to families. Attendance teacher making home visits. Awards ceremony each cycle and monthly awards to exemplary attendance. *Tax Levy*

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:

- 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.

Review attendance data at the end of each cycle.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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. |

The number of students earning 10+ credits in their 1st year was 75% last year. This number is an indicator of progress toward graduation

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

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Establishing target groups of students in need of supports based on scholarship reports	Freshman class	At the end of each marking period	Grade teams, Special educators, coaches and instructional support teachers.
Creating multiple access points to content, product and product.	Freshman class	Beginning in September and ongoing throughout the year	Grade teams, Special educators, coaches and instructional support teachers.
Offering after school supports and Saturday school options	Freshman class	Beginning in September and ongoing throughout the year	Grade teams and special educators

--	--	--	--

Part 4 – Resources Needed

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

Common Planning Time, Our House – afterschool tutoring, Saturday school, ICT model, CFGs and PD to support teacher practice.

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		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:

- 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.

Review data at the end of each marking period.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

22.	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 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. |

.Professional Development should model best practices and result in teacher effectiveness. Teachers require scheduled time for common planning and professional development to improve their practice.

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.

By June 2014, all teachers will receive a minimum of four observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching; 75% of teachers will show at least one level of growth in one component area in each of the Danielson Domains.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Targeted Professional Development every Wednesday afternoon.	Teachers	Beginning in September and throughout the year.	Administrators, teachers and technology support staff. Coaches and outside facilitators.
Full day Professional Development.	Teachers	Beginning in September and throughout the year.	Administrators, teachers and technology support staff. Coaches and outside facilitators.
Common planning time built into the schedule bi-weekly.	Teachers	Beginning in	Administrators, teachers and

		September and throughout the year.	technology support staff. Coaches and outside facilitators.
Conferences, workshops and consultants providing professional development.	Teachers	Beginning in September and throughout the year.	Administrators, teachers and technology support staff. Coaches and outside facilitators.

Part 4 – Resources Needed

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

Per session for planning time, scheduling resources, fees for workshops, conferences and coaches/ consultants.

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		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:

- 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.

We will review teacher effectiveness using the Advance system periodically throughout the year.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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. |

Only 25% of parents are utilizing our electronic grade book resources to support student progress towards graduation.

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, at least 35% of our parents will have logged onto Skedula and communicated electronically with at least one educator.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Register parents during Parent Teacher Conferences for Skedula Access	Parents	Beginning in September and throughout the year	Administrators, Advisors, Support staff and technology support team.
Conduct technology workshops for Title 1 Parents on resources for accessing technology.	Title 1 Parents	Beginning in September and throughout the year	Administrators, Advisors, Support staff and technology support team.
Conduct technology workshops for Title III Parents in Spanish, with translators for other languages, on accessing Skedula	Title III Parents	Beginning in September	Administrators, Advisors, Support staff and

		and throughout the year	technology support team.
Ongoing support for parents through our Mouse squad providing private tutorials on Skedula	All Parents	Beginning in September and throughout the year	Support staff and technology support team.

Part 4 – Resources Needed

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

Per session for teachers and support staff to design and facilitate workshops for parents. Take home loaner devices for parents who meet the need requirement. Refreshments for parent workshops. Snack for student volunteers.

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.

Examine login data throughout the year.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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)	Grade Level - Any student in 9th grade	ELL certified teacher pushes in, co-teaching verbal and writing skills	Four classes of 25-30 students each	At least once a week in all 9th grade ELA classes
	Grade Level - Any student in 10th grade	English Skills, Future Planning, College Readiness	four classes of 25-30 students each	Two periods a week within school day
	Recommendation by Academic Advisor (Counselor) - 11th and 12th grade	Targeted repeater English	small class instruction	Two periods a week within school day
	Student and/or teacher recommendation	Our House tutoring and extra help	small group, one-to-one	Four days a week after school
	Recommendation by Academic Advisor (Counselor) - 11th and 12th grade	iLearnnyc.net	small group, one-to-one	Anywhere from 1 to 5 times a week within school day, dependent on individual student schedule
Mathematics	Failure of Algebra regents	Targeted prep towards regents exam	small class instruction	Three periods a week within school day (12th grade) or outside of the school day (10th and 11th grade)
	Teacher recommendation	Blended learning through IXL	one-to-one with online program	within class periods and at home
	Student and/or	Our House tutoring	small group, one-to-	Four days a week

	teacher recommendation Recommendation by Academic Advisor (Counselor) - 11th and 12th grade	and extra help iLearnnyc.net	one small group, one-to-one	after school Anywhere from 1 to 5 times a week within school day, dependent on individual student schedule
Science	Student and/or teacher recommendation Recommendation by Academic Advisor (Counselor) - 11th and 12th grade	Our House tutoring and extra help iLearnnyc.net	small group, one-to-one small group, one-to-one	Four days a week after school Anywhere from 1 to 5 times a week within school day, dependent on individual student schedule
Social Studies	Failure of Global regents Failure of US History regents Student and/or teacher recommendation Recommendation by Academic Advisor (Counselor) - 11th and 12th grade	Targeted prep towards regents exam Targeted prep towards regents exam Our House tutoring and extra help iLearnnyc.net	small class instruction small class instruction small group, one-to-one small group, one-to-one	Three periods a week outside of the school day Three periods a week within the school day Four days a week after school Anywhere from 1 to 5 times a week within school day, dependent on individual student schedule
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student, teacher, and/or counselor recommendation Student, teacher, and/or counselor recommendation Teacher and/or counselor nomination	individual or group counseling restorative justice Future Project	small group, one-to-one small group, one-to-one small group, one-to-one	Within or outside the school day, as needed Within school day Within or outside the school day, as needed

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

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

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.

During the course of the week:

During Common Planning Time (CPT), teacher grade level teams will examine student work and analyze student achievement data, including growth and gaps, to inform evidence-based adjustments to units, lessons and assessments. Grade teams meet twice weekly, in accordance with scheduled times. [Using protocols](#) during CPT, teacher grade level teams will examine student work and analyze student achievement data, including growth and gaps, to inform evidence-based adjustments to units, lessons and teaching practices.

Additionally, teams will utilize CPT meetings to conduct inquiry work around developing interventions to support student achievement in that grade and conduct student-talk sessions according to a protocol. Each [Grade Team Leader](#) is the point person for their grade and is in charge of facilitating team meetings and disseminating weekly minutes. Each Grade Team Leader is a member of the Hudson Leadership Team and meets weekly with the administrative team.

DURING PD:

Discipline meetings will take place the first and third Wednesday of each month. Educators will meet for the last 45-minutes of the larger whole-group meeting to engage in work related to instruction, including curriculum development, unit planning, creating performance tasks and interim assessments, item analysis and reflection.

Curriculum maps are a living document and will be revised throughout the course of the year. Data analysis of interim assessments and classroom assessments will be used to inform the editing process.

Teachers are part of grade team, team leaders and committees, so that teacher voice always has an audience and a platform.

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 codes¹. 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 consolidated². **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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	227,818	x	9, 11,17
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			
Title III, Immigrant	Federal	11,200		9, 11,17
Tax Levy (FSF)	Local	3,054,800		9, 11,17

¹Explanation/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.

²The **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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment

for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 437
School Name Hudson HS of Learning Technologies		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	464	Total number of ELLs	41	ELLs as share of total student population (%)	8.84%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										2	2	1	1	6
Push-In											1			1
Total	0	0	0	0	0	0	0	0	0	2	3	1	1	7

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13	1	2	13	0	8	15	0	10	41

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	13	1	2	13	0	8	15	0	10	41
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	8	3	0	30
Chinese										1	3	0	1	5
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	1	0	1
Arabic										0	0	0	0	0
Haitian										1	1	0	0	2
French										1	0	0	1	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	1	0	0	1
TOTAL	0	22	13	4	2	41								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										7	7	2	0	16
Advanced (A)										14	6	2	2	24
Total	0	22	13	4	2	41								

NYSESLAT Modality Analysis

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

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	7		13		1		0		21
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6		13		2		0		21

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		0	
Integrated Algebra	12		4	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	8		1	
Physics				
Global History and Geography	6		1	
US History and Government	2	1	2	0
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
During the 2012-2013 school year, all students at Hudson High School of Learning Technologies took the STAR Reading Diagnostic Test. The data reported on the results pages indicated an overall grade equivalency for each student as well as a score for specific skill areas. The majority of the ELL population was reported to have between a second and fourth grade independent reading grade

equivalency. Additionally, the ELLs uniformly received their lowest scores in the Key Ideas and Details skill area, which includes skills such as identifying details and drawing conclusions. In response to these scores, the school inquiry team developed a cross-curricular instructional protocol for identifying key ideas in readings and explicitly focused on modeling and assessing the skill in all subject areas. At inquiry team meetings, teachers from all disciplines examined work from ELLs, the inquiry focus group, to assess progress in identifying key ideas. Over the course of the school year, ELLs were found to more consistently identify main ideas in subject area texts based on the team's assessment of student work samples. Having seen progress with the instructional protocols in places, the emphasis on identifying key ideas has continued into this school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
School-wide, the majority of ELLs score advanced or proficient on the speaking modality of the 2012-2013 NYSESLAT. For students at the intermediate and advanced levels, the lowest modality scores were typically in the listening or writing sections this past school year. The beginning ELL received his lowest score on the speaking modality.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The NYSESLAT modality data indicates that the majority of the ELL population has a firm grasp on the Basic Interpersonal Communication Skills (BICS) required for the type of conversational exchanges represented on the Speaking modality of the test. The students require further instruction in Cognitive Academic Language Proficiency (CALP) for understanding the type of academic input from this past year's Listening section and producing academic writing in the Writing section. In response to this data, the ESL curriculum for the 2013-2014 school year has been adapted to focus on building academic language through targeted vocabulary instruction and techniques for constructing academic phrases. The ESL teacher will focus on providing academic verbal input aimed at building listening comprehension. In the past, the school has used AMAOs to develop this type of targeted curriculum. On the 2011-2012 NYSESLAT, the majority of students were seen to receive their lowest scores in the Writing modality. In response, the ESL course focused particularly on techniques for academic writing. As a result, seventeen ELLs, the majority of whom had previously scored Advanced overall on the NYSESLAT for several preceding years were able to score Proficient on the 2012-2013 NYSESLAT. At the end of this school year, the instructional practices in the ESL classroom will be measured against the data, this time with the additional lens of student progress made in the Listening modality.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. The majority of the ELL population identifies as English dominant and requests to take all state exams in English. The pass rates for the ELL population on Regents remain lower than the overall pass rates for the school, most closely approaching overall pass rates on Algebra and U.S. History. The largest discrepancy in pass rates between ELLs and non-ELLs is in English and Living Environment. Only ELLs classified as Advanced passed Regents exams or earned above a Level 2 on state exams.
 - b. ELL Periodic Assessments will be used during the 2013-2014 school year to assess progress from the 2012-2013 NYSESLAT scores. The ESL teacher will use the data to inform on the efficacy of the altered ESL curriculum.
 - c. The school assesses progress in various modalities based on the Periodic Assessments. Spanish-speaking students are enrolled in a Spanish Language and Culture class to emphasize native language literacy.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher uses current research in the field of Second Language Acquisition to help classify the needs of ELLs in their various stages of development. As mentioned above, the majority of the ELL population has mastered BICS according to the anticipated acquisition period of 2 years. Based on assessment, the language needs of the students lie in developing specific academic language, and the curriculum is adjusted to focus on these skills. The ESL teacher additionally works with subject area teachers to make academic language instruction explicit and consistent for the continued language development of ELLs in all subject areas.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ESL program is evaluated based on formative assessments throughout the year in the ESL class. Additionally, grade teams work with the ESL teacher to ensure that ELLs have the language tools to perform on the same level as their peers in subject areas. Culminating AYP is assessed based on the NYSESLAT; the scores are used to assess overall language development for each student as well as improvement in individual modalities.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When students new to the New York City DOE enroll at the school, the reporting secretary gives parents the HLIS. If the parents indicate on the survey that the child's primary language is not English, the ESL teacher conducts an interview with the student to determine if the student may be LEP. If the student's English proficiency is in question following in the interview, the ESL teacher administers the LAB-R within 10 days of the student's enrollment and scores the test. Based on the LAB-R score, the student's eligibility for language support services is determined. The final determination is entered into ATS and the student immediately begins receiving services accordingly.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of new admits are invited to an orientation where translation services are offered within 10 days of enrollment. At the orientation, parents receive Entitlement Letters and Program Selection forms. The ESL teacher and translator are available to answer any questions regarding either form. The parents return the Program Selection forms at the orientation and their decision is finalized in ATS.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement Letters and Program Selection forms are distributed at the initial orientation or at the make-up orientation. If a parent is unable to attend either orientation, the paperwork is mailed to the home and the ESL teacher phones the parent with a translator to discuss the program choices. Once the Program Selection Form is collected, the original form is placed in a student's CUME file by the recording secretary and the ESL teacher retains a copy for the student's ESL file, maintained by the teacher in a locked filing cabinet. If the form is not returned the default program is TBE and the parent is informed that the school does not have a TBE program and the student will accordingly be enrolled in the Freestanding ESL program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At this time, Hudson High School of Learning Technologies does not have more than 20 ELLs in any grade that share a native language and therefore does not offer a Bilingual Program option. Parents are informed during orientation of the various program models and if they desire their student to be enrolled in a program other than Freestanding ESL, the ESL teacher describes the transfer option which would allow a student to attend a school with a suitable program. Translation services are available at the orientation as well as for phone conversations.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher works with the school Testing Coordinator to implement and execute a plan for NYSESLAT administration. The tests are ordered according to the number of students in each grade before the February deadline and are stored in the principal's office in the vault upon delivery. The Speaking portion of the test is administered to each student individually by the ESL teacher beginning after the April start date. The Listening, Reading, and Writing portions of the exam are each scheduled for a separate

day near the beginning of the administration window. Students take the test in an appropriate environment and the test is proctored by school staff. Prior to the initial testing day, the ESL teacher mails a letter home detailing the testing schedule and includes information about the NYSESLAT itself. All materials are mailed to parents in their preferred language. If students are not present the day a particular portion of the exam is administered, they are scheduled to attend a make-up test day and information is once again sent home to the parent. If a student misses the official make-up day, they may take the test any day they attend school before the close of the testing window. In this case, the test is proctored by school staff in an appropriate testing location. After the scoring materials are delivered to the school, the ESL teacher trains four other teachers from the school in scoring procedures using sample materials. After norming, the scoring team scores the Speaking and Writing portions of the exam. All materials are returned to the borough office by the deadline.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- The majority of students entering the school have come from other NYC DOE schools and have been enrolled in an ESL program in accordance with their program selection preference. At this time, there is no grade at the school with 20 students that have the same native language, and in accordance with CR Part 154 there is not a Bilingual Program in place at the school. The numbers and program selection preferences are under continuous review by school staff, and should our enrollment numbers exceed 20 students per grade who share a native language, the possibility of establishing an additional program to meet the needs of our students would be explored with parents and administration.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a. The ESL services are primarily administered in discrete ESL classes. These classes have no more than ten students each and take place during an elective period in ELL's schedules. The classes are taught by an ESL teacher and focus on developing academic language and writing skills to be used across the content areas (vocabulary instruction, for example, focuses on "mortar" words, or high frequency academic terms used in all subject areas). The students are encouraged to apply organizational techniques and employ vocabulary in all subject area classes, with the ESL teacher making specific recommendations of how to use skills based on an awareness of the content of each of the subject area classes. Additionally, the ESL teacher pushes in to subject area classes where her schedule allows to offer additional literacy support in content area classes. Teachers at the school who have an ESL license employ strategies for enhancing language development in their particular subject area and consult with other teachers on their teams to build such strategies into each subject.

b. ELLs travel with a particular section of students throughout the day, with the exception of using one elective period to attend a small discrete ESL class. The ELLs are therefore grouped heterogeneously; all proficiency levels may be found in a particular class in the same grade. At least half of the students in the section are not classified as ELLs and do not attend the ESL class. ELLs who have IEPs travel with a heterogeneous section of students with and without IEPs and have ICT instruction in all subject areas.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher provides the mandated minutes to the majority of students through the discrete ESL class and pushing in to a few subject area classes. Other staff members with ESL licenses reinforce language development through specific modifications in their subject areas. Finally, beginning and intermediate ELLs are paired with a teacher with an ESL license during a school-wide reading period to receive targeted practice in developing independent reading practices in English. The ESL teacher works closely with the school programmer and personally oversees the development of each ELL's schedule to ensure that the maximum level of support possible is provided to each student. The teacher and administrators are familiar with the minutes requirements in CR Part 154 and use this knowledge to guide schedule creation.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Throughout the year, the ESL teacher uses formative and summative assessments targeted at gathering data in each modality. Additionally, the ELL Periodic Assessments will be used as a formal progress measure. Finally, the ESL teacher closely analyzes the results of the NYSESLAT in relationship to scores from previous years to assess student progress.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

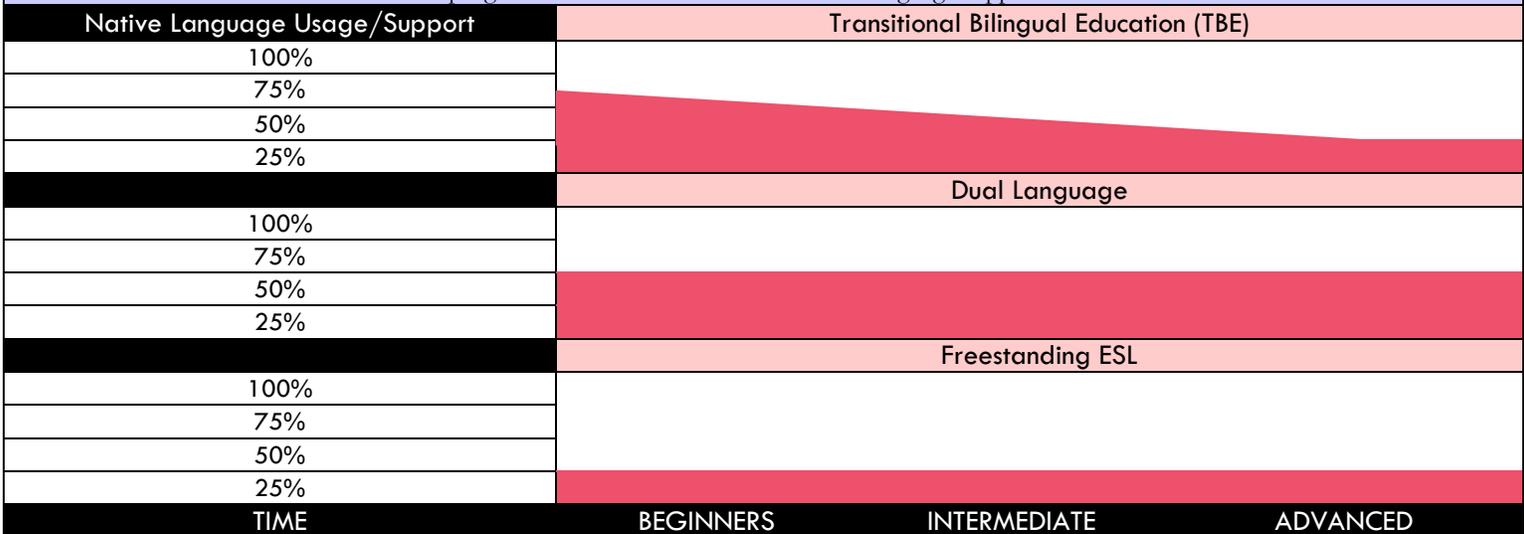
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
In each content area at the school, ELLs have the opportunity to attend after-school sessions for more in-depth learning in the subject. Students at all proficiency levels may be recommended for these sessions based on their exhibited mastery level in the subject area. During these sessions, both a content teacher and learning specialist is available to work with students in a small setting and offer targeted practice and supports to enhance classroom learning. These services are offered in English. Additionally, ELLs may be recommended for weekly appointments with a speech pathologist. Based on her assessment of the needs of each student, the speech pathologist works on skills ranging from verbal reading fluency to vocabulary and comprehension. These services are also offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program effectively advances ELLs to higher proficiency levels, as shown by the previous year's NYSESLAT scores. ELLs travel with general education students and receive content instruction appropriate for their grade level in classes that focus on the CCLS. In these classes, ELLs show understanding through a variety of modalities, using targeted language supports when appropriate. The discrete ESL class provides the academic language foundation necessary for students to produce writing appropriate for their level. In the coming first graduating class, ELLs are on target to graduate at the same rate as their non-ELL peers.
11. What new programs or improvements will be considered for the upcoming school year?
In the coming years, a licensed ESL teacher who currently focuses on teaching Spanish Language and Culture will move more toward a teaching role that specifically supports ELLs. As a native Spanish speaker, this teacher's role will include a needed focus on native language supports for Spanish speaking ELLs, the majority of our ELL population. We are working to develop a native language literacy course for these students that will focus more specifically on their academic language needs in Spanish, thereby bolstering their language development through addressing the Common Underlying Proficiency (CUP).
12. What programs/services for ELLs will be discontinued and why?
At this time the school does not intend to discontinue any services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have access to the same courses, extra-curricular activities, and support services as the non-ELL population at the school. By offering ESL services during one of the students' elective periods, we have ensured that their schedule is open to fully participate in all general course offerings at the school. ELLs have the option of joining school programs and teams such as MOUSE Squad or the Travel Club and attend regular meetings after school hours. If recommended by a teacher, ELLs also attend the aforementioned subject-specific after school programs to enhance their learning in a particular content area.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Hudson High School of Learning Technologies is a 1:1 school; each student has a personal laptop during school hours that they carry with them to all classes. The computers allow teachers to offer lessons with multiple access points by taking advantage of the rich visual, auditory and textual resources that may be compiled into a digital source. Student output may also be differentiated; ELLs have multiple modalities for expressing content mastery using the laptops. Each classroom at the school also has a word wall that includes content specific vocabulary as well as the general academic vocabulary, a uniform list agreed upon by each grade team for each unit cycle. The school also uses a paragraph organizing strategy (called PEA) in all content areas, and ELLs receive focused instruction in using the model during their discrete ESL class.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In our ESL program, students and parents always have access to translations services should they require them for communication. Additionally, Spanish-speaking ELLs may take a Spanish Language and Culture class to build native language skills.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
As described in other portions of the plan, the ESL teacher targets academic language skills appropriate for reading and writing at the high school level detailed in the CCLS. For beginners and lower intermediate students, the expanded minutes requirements allow for added lessons in basic communication skills and for further differentiation in content lessons (appropriately leveled vocabulary lists and expanded visual resources).
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
ELLs new to the DOE have the opportunity to attend an ESL specific orientation with their parents. ELLs also are invited to the school-

wide new students orientation. The ESL teacher describes the program to all entering parents and students at the orientation and is available to meet individually with new admits to discuss the program. ELLs that enroll throughout the year meet with the ESL teacher and the teacher hosts a specific mini-orientation with the parents to familiarize the family with the program.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: Hudson HS of Learning Technolo

School DBN: 02M437

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 04 Network: 404

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



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: Hudson High School of Learning	DBN: 02M437
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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: A review of the data found in ARIS finds ELL students, particularly those in the lower high school grades, have lower Regents and MOSL scores than their non-ELL peers. Students selected to participate in the program have one or more of the following indicators: 1. Grade point average lower than 80, failing regents scores and grades lower than 75 in any subject. Twenty-five students were identified. Direct instruction will be provided via a program named Academic Language for Regents: Specialized Regents Prep for ELLs. Two certified ESL teachers, two content area teachers and 15-25 students will be present for each 1 hour hour sessions after school Tuesdays and Thursdays, and 2 hours on Saturdays for two weeks in December 2014, two weeks in January, two weeks in April, three weeks in May and two weeks in June 2015. The program will run from 3:35 pm to 4:35pm on Tuesdays, and Thursdays and 10:00am - 12:00pm on Saturdays. Supplemental materials including but not limited to electronic translators, supplemental text books and glossaries will be provided to each of the participating students. The rationale for the direct instruction program is to provide needed academic support to those students identified as ELLs. All instruction will be provide in the English language.

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: A review of the data found in ARIS finds ELL students, particularly those in the lower high school grades, have lower Regents and MOSL scores than their non-ELL peers. Professional development that is "expected to have a positive and lasting impact on teachers' performance in classrooms" will be provided to both content area teachers. Content Area Teachers will receive targeted in-house professional development activities each Wednesday afternoons for one hour from September through June 2015 (25 weeks in total) from 2:30pm to 3:30pm. The provider of the professional development training will be a certified NYCDOE ESL teacher. The cost of this program will exceed the 10% Title III allocation and the overage will be paid for by other than Title III funds.

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: A review of the data found in ARIS finds ELL students, particularly those in the lower high school grades, have lower Regents and MOSL scores than their non-ELL peers. Providing supports to the families of ELL students is a best practice and is believed to result in better academic outcomes for ELL students. Supports to the parents of ELLs will include two 10 hour ESL for Parents Programs twice a week for five weeks on Tuesday and Thursday evenings from 4:30 pm - 5:30pm. Program One December 2014 - January 2015, Program Two March - April 2015. One certified ESL teachers and one translator will be present at each training. A one hour class in the use of the on-line grade book (Skedula) for parents of ESL students will occur in December 2014. One certified ESL teacher and one translator will be present at the training. The cost of this program will exceed the 10% Title III allocation and the overage will be paid for by other than Title III funds. Parents will be notified through the Hudson HSLT Website, mailings, student backpacked announcements and calls home.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____