

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	22K240
School Name:	ANDRIES HUDDE
Principal:	GINA VOTINELLI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Andries Hudde School Number (DBN): 22K240
Grades Served: 6, 7, 8
School Address: 2500 Nostrand Avenue Brooklyn, NY 11210
Phone Number: 718 253-3700 Fax: 718 253-0386
School Contact Person: Gina M. Votinelli Email Address: GVotine@schools.nyc.gov
Principal: Gina M. Votinelli
UFT Chapter Leader: Jennifer Nezin
Parents' Association President: Golda Smith
SLT Chairperson: Christopher Furnari
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Chavevah Benlevi
Student Representative(s):

District Information

District: 22 Superintendent: Julianna Bove
Superintendent's Office Address: 5619 Flatlands Avenue Brooklyn, NY 11234
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: 718 968-6117 Fax: 718 968-6250

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY 11209
Director's Email Address: CherylWatson@schools.nyc.gov
Phone Number: 718 759-3952 Fax: 718 759-4879

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gina M. Votinelli	*Principal or Designee	
Jennifer Nezin	*UFT Chapter Leader or Designee	
Golda Smith	*PA/PTA President or Designated Co-President	
Robin Patrick	DC 37 Representative (staff), if applicable	
Chavevah Benlevi	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ Elected UFT	
	Member/ Elected UFT	
	Member/Elected UFT	
Christopher Furnari	Member/ Elected UFT (staff)	
Andrea Pierotti	Member/ Elected UFT (staff)	
Janice Richards	Member/ Elected UFT (staff)	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vanessa Summers	Member/ Parent	
Kathy Walker	Member/ Parent	
Tishanda Walker	Member/Parent	
Angela Martin	Member/Parent	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

Andries Hudde JHS 240 (Grades 6, 7, and 8) is located in the Midwood section of Brooklyn, New York. This middle school has met the Adequate Yearly Progress and is in good standing. It serves a population of 830 students from culturally diverse backgrounds.

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

The English Language Learner Program consists of three (3) ELL self-contained classes. We are piloting a program that includes team teaching (General Ed and ELL teachers) to support English Language Arts in Grade 6. ELL Special Education students who have IEPs are placed in Special Education classrooms and pulled out for ELL services based on their New York State English Second Language Achievement Test proficiency levels. After school parent workshops supporting adult literacy, are offered to the parents by our Parent Coordinator and ELL Coordinator. Students participate in a Title III Program to support literacy in English Language Arts. Students participate in The Achieve Now Academy Program on Saturdays. This program is designed to meet the needs of students that are below level for their present grade. The Center for the Intellectually Gifted Program (CIG) was founded on the precept that children who are intellectually gifted are capable of meeting the challenges of an enriched, varied program.

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

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

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

An Arts Grant partnership has been created with PS 119, that let's us collaboratively work with one class per Grade 4, 5, (PS 119) and 6 (I.S. 240). We visit both schools promoting peace and citizenship through the arts.

We will also be having Saturday classes in collaboration with both schools.

Hudde was chosen to participate in the Chess-in-the-Schools program for the 2014-2015 school year and will continue into the 2015-2016 school year. This program develops critical thinking, good sportsmanship and social skills through fun in-classroom and after-school activities. Students will be participating in tournaments throughout the school year.

Extracurricular activities receive special attention at Hudde:

- CAMBA – Community-based organization that offers after-school academic enrichment, arts and recreation for our sixth, seventh and eighth grade students.
- Students can participate in a variety of intramural extracurricular activities such as basketball, volleyball, soccer and tennis. (CHAMPS)
- Student Government – Dean met with students – to establish lines of communication between administration and students, support school functions and generate ideas for a safe learning environment.
- Girl-Be-Heard – received a grant from City Councilman, Jumaane Williams, is a theatre program which meets once a week for girls who want to creatively address the issues they are worried about.
- Banking on Our Future – classroom presentations from community banks
- Chess-in-the-Schools – class instruction and after school tournaments
- Stock Market Game – during and after school activity for 7th graders.
- Arts Continuum Grant – Puppetry in Practice – Stop Motion/Animation (Brooklyn College) (**Contingent on**

Funding)

Our school faces many challenges which are listed:

- Aligning content areas to Common Core Learning Standards through common planning and teacher teams.
- Meeting AYP by increasing the number of students who meet proficiency in ELA, Mathematics, Science, and NYSESLAT using systems such as the Data Tracking System to provide targeted instruction.
- Building capacity for teachers through targeted professional development based on content area specialty and interest.
- Using assessments on a more granular level in order to improve instruction and student outcome.
- Curricula and academic tasks reflect planning to provide students access to the curricula and tasks and

cognitively engage a diversity of learners.

- Across classrooms, teaching strategies (including questioning and scaffolding in English and/or native language were appropriate, and routines) inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, including work of ELLs and SWDs.
- Actionable feedback to students is essential in order to help them improve their work products. Evident “checks” for understanding. There was evidence of conferencing and documentation but it was not the vast majority.

22K240 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	875	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	33	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	15	# Drama
# Foreign Language	11	# Dance	7	# CTE
School Composition (2013-14)				
% Title I Population	72.6%	% Attendance Rate		94.0%
% Free Lunch	74.2%	% Reduced Lunch		7.9%
% Limited English Proficient	11.5%	% Students with Disabilities		17.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		65.5%
% Hispanic or Latino	10.3%	% Asian or Native Hawaiian/Pacific Islander		18.4%
% White	5.1%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	24.4%	Mathematics Performance at levels 3 & 4		23.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		64.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		95.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

One strength of our school lies in our continuing efforts to ensure that students have maximum time for instruction. To that end, the school has taken away morning homeroom. This has added a half hour to the day; two and a half hours into the week; ten hours into the month and one hundred added instructional hours into the school year.

Another strength of our school is the Group Dynamics period where one period a week, on each grade, all students report to the auditorium where they are apprised of school initiatives such as PBIS (Positive Behavior Intervention Services, GRP (General Response Protocols), and any initiatives, assemblies, or general information pertaining to students. This period is facilitated by the Guidance Counselor, the Dean, and the Assistant Principal for that grade. Meanwhile, teachers are free to conduct common planning on grade level and across contents.

In addition, in response to the Quality Review feedback where we were developing in areas of Teacher Rigor and Teacher Teams, our school has added an on site UFT Teacher Center along with a Staff Developer. With this feature, teachers have freedom to grow and develop in a collaborative non-punitive environment.

As we reviewed the item analysis for the NYS ELA examination, we saw there was a trend that our lowest one third (English Language Learners and Students With Disabilities included) students struggled in the areas of identifying central ideas, use of supporting details, reading comprehension and analyzing text structures.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school will see an 8% increase in the measured progress of our lowest one third students including English Language Learners/Students With Disabilities, in grades six through eight, in ELA based on the 2014-2015 standardized test scores.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</p>			
<p>Teachers will create performance tasks aligned to the CCLS and embed the required skills into the Performance Tasks ensuring students are exposed to high levels of rigorous instruction.</p> <p>Use of NY Ready and Code-X</p> <p>After school ELL – Title III – targeted instruction in listening, speaking, reading and writing in English</p>	<p>Lowest one third students in the 6, 7, and 8 grades</p>	<p>Sept. 2015 June 2016</p>	<p>ELA Assistant Principal, ELA teachers, ELA Ambassador, English Language Learner teachers, and UFT Teachers Center Staff Developer</p>
<p>Scaffolding, access to General Education curriculum, and multiple points of entry with Performance Tasks.</p>	<p>Lowest one third students in the 6, 7, and 8</p>	<p>Sept. 2015 June 2016</p>	<p>ELA Assistant Principal, ELA teachers, ELA Ambassador, English Language Learner teachers, and UFTTC Staff Developer</p>
<p>Data analysis of 2015 English Language Arts performance/2015 Spring Benchmark</p>	<p>English Language Teachers</p>	<p>Sept. 2015 June 2016</p>	<p>ELA Assistant Principal/ELA teachers, English Language Learner teachers, and UFTTC Staff Developer</p>

Data analysis of English Language Arts 2015 Fall benchmark - analyze data to use results to plan lessons.			
Professional Learning designed to create tasks aligned to the Common Core Learning Standards and are rigorous. Collaborative planning by teachers who have major input on the time line for assessments, collection of tasks, analysis of student work, updated unit plans and weekly team meetings.	English Language Teachers	Sept.2015 June 2016	ELA Assistant Principal/ ELA teachers, English Language Learner teachers, and UFTTC Staff Developer
Title III Supplementary Program - Achieve Now Academy Program – Saturday and after school	English Language Learners and targeted students who are part of the lowest one third	January 2016 – May 2016 November 2015 – May 2016	Assistant Principal and English Language Learner teachers Principal/Assistant Principal/teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchasing of NY Ready Practice and Instructional books.											
Achieve Now Academy Core Curriculum Support											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers should show improvement in competencies as per Advance.
October 2015 (initial performance task)

November 2015 (ELA benchmark)

Teacher-made performance task

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Quality Review major findings (2014-2015):

- 1.1 - Teacher Rigor - Proficient
- 1.2 - Pedagogy - Developing
- 2.2 - Aligning Assessment to Curricula – Developing
- 3.4 - Establishing a culture for Learning - Proficient
- 4.2 - Teacher Teams - Developing

Results of School Survey (2014-2015):

o Strengths: Effective School Leadership

- Inclusive Principal Leadership (94%)
- Principal Instructional Leadership (93%)

o Weakness:

- Teacher Influence (49%) – We are strengthening Teacher Teams

o Strengths: Strong Family-Community Ties

- Teacher Outreach to Parents (93%)

o Weakness:

- Parent Involvement in the School (60%)

o Strengths: Trust

- Principal-Teacher (95%)
- Parent-principal trust (96%)

- Teacher-principal (95%)
- Teacher-teacher (93%)
- Weakness:
 - Last year our school had a high level of OORS incidents (23.69%) around students shoving, pushing, or engaging in minor altercations or similar physical confrontational behavior towards students or school personnel (B24).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To decrease the number of school-wide suspensions and behavioral incidents, as per the OORS, by 5% during 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>CAMBA - Community Based Organization offering after school academic enrichments, arts and recreation.</p>	<p>All Students</p>	<p>Sept. 2015 June 2016</p>	<p>CAMBA</p>
<p>Student Government – establish lines of communication between administration and students to support a safe learning environment.</p>	<p>All students</p>	<p>December 2015 – June 2016</p>	<p>Dean</p>
<p>After school intramural extracurricular activities</p>	<p>All students</p>	<p>Sept.2015 June 2016</p>	<p>CHAMPS</p>

Basketball Intramural Team	8 th grade boys	Sept.2015 June 2016	Basketball Coach
Chess-in-the-Schools – during class and after school tournaments and activities	6 th grade students	Sept. 2015 June 2016	Chess in the Schools
Girl Be Heard – after school Girl leadership program – addressing issues and topics related to fostering leadership skills for females.	Female Students	October 2015 – June 2016	Girl Be Heard grant from Councilman Jumaane Williams
Additional support for academics through CAMBA, Achieve Now Program and Title III. Group Dynamics---Advisory period facilitated by Guidance Counselors, Deans, and Assistant Principals: This advisory period will also include PBIS (Positive Behavior and Interventions Systems) for the purpose of implementing school-wide systems that promote the core tenets of the PBIS program which include respect for all, responsibility for ourselves and our actions, and being prepared by having all tools needed for academic success. By putting these systems in place we hope to promote and sustain positive behavior in students in order to support student achievement and decrease the amount of disciplinary incidents.	All students	Sept. 2015 June 2016	Assistant Principals Deans Guidance Counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CAMBA and teacher per session											
Achieve Now											
Core Curriculum Support											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

These initiatives will be in place from September through June. By February 2016, 100% of the student body will have been introduced to the PBIS model. Owing to this, the number of school wide suspensions and behavioral incidents will be reduced by 5% as in comparison to the number of incidents in 2014-2015. (as per OORS)

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the major findings of the 2014-2015 Quality Review, school leaders and staff consistently communicate expectations and offer ongoing feedback. School leaders provide training for those expectations and help families understand student progress toward those expectations.

However, as per the findings of the Quality Review, we are developing in three key areas:

- (1.1) Ensure engaging , rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- (2.2) Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
- (4.2) Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

These findings indicate a need for teachers and teacher teams to engage more consistently in collaborative processes designed to implement best practices and structured lessons that produce rigorous instruction that can be measured through varying assessment tools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2015-16 school year, with the assistance of the UFT Teacher Center Staff Developer, we will strengthen our collaborative teacher teams to develop best practices that show improvement in the areas of instructional rigor, professional learning opportunities for teachers and inquiry based assessment strategies to ensure that we have at least 60% improvement in these areas of concern.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, Students with Interrupted Formal Education, Students in Temporary Housing). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>All teachers</p>	<p>Sept.2015 June 2016</p>	<p>Assistant Principals, Staff Developer and teachers.</p>
<p>Professional Learning – Teachers will be provided with a workshop focused around the 2015-2016 Citywide Instructional Expectations. Teachers will be provided with resource materials to support the instructional focus for the school year. Teachers will be provided with opportunities to examine the Danielson Framework to ensure quality planning, preparation and delivery of lessons. Teachers will be provided with opportunities to explore the Depth of Knowledge Wheel to improve questioning strategies and develop higher order conversation and discussion techniques. Departments across all grade levels will analyze data, review concepts, create unit plans, incorporating the CIE, instructional focus, and DOK information into units of study. An emphasis on differentiation, English Language Learners and Special Ed strategies will also be included in order to meet the needs of our students.</p>			

<p>Inter-visitations among our staff will become common place. Teachers will develop teachers by sharing strengths and addressing weaknesses all in an effort to strengthen our pedagogy.</p> <p>Intra-visitations with partnering schools to observe best practices in action.</p> <p>In-house staff initiated professional development workshops that cater to the unique needs of our staff.</p> <p>Teachers will engage in whole grade collaborations one period a week, (can be content specific).</p>			
Workshops, building camaraderie among staff members, ELL strategies, differentiation, multiple points of entry, and Universal Design for Learning.	All teachers	Sept.2015 June 2016	Assistant Principals, Staff Developer and teachers.
Technology workshops, how to improve instruction with the use of technology, including smart boards and software.	All teachers	Sept.2015 June 2016	Assistant Principals, Staff Developer and teachers
Workshops on how to create performance tasks aligned to the Common Core Learning Standards	All teachers	Sept. 2015 June 2016	Assistant Principals, Staff Developer, and teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
UFT Teacher Center											
Websites											
Achieve Now Academy											
Core Curriculum Support											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 there will be evidence of collaborative teacher teams across grades and content areas.

By February 2016 at least 60% of our staff will have been given opportunities for professional development.

By February 2016, at least 2 professional development workshops will have been facilitated by staff members.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Rigorous instruction requires constant assessing and revising so that the needs of students are being met. To that end, school leaders must be equally entrenched in the instructional practices of teachers in an effort to monitor teachers progress that directly impacts student growth.

Our school leadership has resolved to ensure that teachers have opportunities to collaborate, to inter-visit with each other to observe best practices.

Our priority will continue to center around strengthening teacher teams so that teachers are assisting each other and developing teacher leaders from within.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

School leaders will conduct frequent visits to classrooms to observe teacher practice throughout the school year.

School leaders will provide opportunities for teacher collaboration. Schools leaders will ensure, through scheduling, that teachers have professional learning opportunities that strengthen knowledge of content and build strong teacher teams.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Both formal and informal observations will be conducted throughout the year with the first observation taking place in October as per teacher's observation option selection form.	Teachers	Sept.2015 June 2016	Principal, Assistant Principals
Administration will provide timely feedback to the teachers with the focus being on highlighting successes and challenges observed and suggesting next-steps to ensure greater success.	Teachers	Sept. 2015 June 2016	Principal, Assistant Principals.
Use of the Group Dynamics period (one period per week, per grade) for teacher collaboration and examination of student work.	Teachers	Sept.2015 June 2016	Teachers, administrators, staff developer.
Data analysis of 2015 Math performance. Data analysis of Math Fall benchmark – analyze data to use results to plan lessons.	Teachers	Sept.2015 June 2016	Math Assistant Principal, Math Ambassador, Math teachers, and ELL teachers
Professional Learning designed to create tasks aligned to the CCLS and are rigorous.	Lowest one third students in the 6, 7, and 8 grades	December 2015	Math Assistant Principal, Math Ambassador, Math teachers, and ELL teachers
Collaborative planning by teachers who have major input on the timeline for assessments, collection of tasks and analysis of student work.	Lowest one third students in the 6, 7, and 8 grades	Sept.2015 June 2016	Math Assistant Principal, Math Ambassador, Math teachers, and ELL teachers
Title III Supplementary Program – Achieve Now Academy Program – Saturday and after school	Lowest one third students in the 6, 7, and 8 grades	Sept.2015 June 2016	Math Assistant Principal, Math Ambassador, Math teachers, and ELL teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Achieve Now Academy
UFT Teacher Center
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of February 2016, the Principal and Assistant Principals will have conducted at least 2 observations for all teachers to ensure that teachers are demonstrating effective practices as per the components of Danielson’s Framework for Teaching.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the results of our parent surveys, 78% of parents indicated that they have been invited to an event at Hudde. Until we capture 100% parent involvement, we will continue to increase our efforts to reach out to our parents in an effort to increase parent attendance at our Parent-Teacher conferences and workshops.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in Parent involvement at school events such as Spring Arts Festivals, Award Ceremonies and Parent Workshops as evidenced by parent participation in a minimum of at least 3 school based events. This will be measured by a comparative analysis of last year’s data to this year’s data.

Part 3 – Action Plan

<ul style="list-style-type: none"> • Health Fair 	<p>Staff/ Students/Parents</p>	<p>February 2016 and Spring 2016</p>	<p>Principal, Assistant Principals, Guidance, and Parent Coordinator</p>
<ul style="list-style-type: none"> • Respect for All Workshops 	<p>Students/ Staff/ Parents</p>	<p>October 2015</p>	<p>Guidance Counselor and Staff Parent Coordinator and Staff</p>
<ul style="list-style-type: none"> • School Spirit Day – Breast Cancer Awareness – Making Strides Against Breast Cancer 	<p>Staff/ Students/ Parents</p>	<p>October- December 2015</p>	<p>Parent Coordinator and Staff Parent Coordinator and Staff</p>
<ul style="list-style-type: none"> • Breast Cancer Walk/Penny Harvest/Relay for life 	<p>8th Grade Students</p>	<p>Sept.2015 March2016 Spring 2016</p>	<p>Staff</p>

<ul style="list-style-type: none"> • Hudde Hawks Basketball Team & Games 	8th Grade Students	Spring 2016	Principal and Parent Coordinator
<ul style="list-style-type: none"> • 8th Grade Career Mentor Days 	8th Grade Students Students	Spring 2016 Spring 2016	Principal/Parent Coordinator
<ul style="list-style-type: none"> • Spring Dance/Senior Dance 	Staff/ Students /Families	Spring 2016 Spring 2016	Staff/Parent Association
<ul style="list-style-type: none"> • Talent Show 	Staff	Spring 2016	Staff/Parent Association
<ul style="list-style-type: none"> • Family BBQ 	Staff Staff /Students/	December 2015	Parent Coordinator Principal, Assistant Principal and Parent Coordinator

<ul style="list-style-type: none"> • Winter Holiday Potluck • Family Math Night 	<p>Families</p>	<p>February 2016</p>	
<ul style="list-style-type: none"> • Family Literacy/Family Science Night/ Multicultural Night • Family Science Trips • Blood Drive • Extended Parent Teacher Conferences 	<p>Staff</p> <p>Students/ Families</p> <p>Staff/ Students/ Families</p> <p>Hudde Community</p> <p>Parents/</p>	<p>Spring 2016</p> <p>Spring 2016</p> <p>Spring 2016</p>	<p>Principal,Assistant Principal and Parent Coordinator</p> <p>Staff</p> <p>Staff</p> <p>Staff</p>

- Poster and Sign outside of school			
- Relay for Life			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator											
Assistant Principals											
Guidance Counselors											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, families will have numerous opportunities to participate in a minimum of 3 school-based events in our efforts to increase Strong Family and community ties. This will be measured by the number of parent participation in these events as well as the number of parents who attend our parent-teacher conferences.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRP scores Cut-off score of 2.6 on NYS ELA exam.	Achieve Now Program	Small group	During school hours, after school and on Saturdays
Mathematics	DRP scores Cut-off score of 2.6 on NYS Math exam	Achieve Now Program	Small group	During school hours, after school and on Saturdays
Science	Cut-off score of 2.6 on NYS ELA/Math exams	Achieve Now Program	Small group	During school hours, after school and on Saturdays
Social Studies	Cut-off score of 2.6 on NYS ELA/math exams	Achieve Now Program	Small group	During school hours, after school and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT meeting results	At-risk counseling (SAPIS)	Small group	During school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers' high quality professional development includes bi-annual staff development days and Monday Professional Learning sessions, which allow staff to take advantage of in-house and off-site professional development at locations such as the Modern Museum of Art, Brooklyn Botanical Garden, Brooklyn Museum, and the Museum of American History. These professional development conferences help the teachers maintain a high level of professionalism. This allows the teachers and paraprofessionals opportunities to receive professional development. We have partnerships with the Modern Museum of Art, Brooklyn Museum, Museum of American History, Brooklyn Botanical Garden, Chess-in-the-Schools, and the Brooklyn District Attorney's office.
UFT Teacher Center will develop teacher instruction and rigor through common planning. Also, deep reflection on observations in line with Danielson's Framework will be utilized to target development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- The MOSL Committee, which is made up of teachers and administrators, review assessments and make decisions.
- The school provides professional development opportunities for all teachers in analyzing assessment data.
- The school provides professional development in how to use assessment data results to improve instruction.
- The school has added an on-site UFT Teacher Center allowing teachers to engage in collaborative sessions designed around student performance.
- Scheduled opportunities for teachers to meet, whole grade, once a week for the purpose of identifying common trends and brainstorming next steps for optimal instruction.

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, 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	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> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$602,087	x	10,11,14,16,18
Title II, Part A	Federal	\$13,288		
Title III, Part A	Federal		x	10,11,14,16,18
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$4,756,168	x	10,11,14,16,18

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.

- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Andries Hudde**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Andries Hudde JHS 240** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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)

Andries Hudde , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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: <u>Andries Hudde JHS 240</u>	DBN: <u>22K240</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

Rationale:

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

It is our rationale that this support would be best delivered in small, targeted group instruction. All 114 English Language Learners will be offered placement in the program. Acceptance will be determined both by first the criteria of targeted groups and second by a first come first served basis. Three classes of 20 will be formed. Therefore, 60 of 114 ELLs receive direct services. Students will be placed on waiting lists if attendance becomes an issue. If necessary, we will expand the program by hiring another ESL licensed teacher. In lowering the student-to-teacher ratio, it is our belief that our English Language Learners will be given opportunities to optimize their learning. In targeting groups of children (instruction for beginners, students at risk of becoming Long Term ELLs, and those that have already been designated Long Term ELLs) students will have their particular needs addressed. Our supplemental Title III program will group beginner level ELLs/newcomer students to provide them with the comfortable and safe learning environment they need for English language acquisition in the areas of listening, speaking, reading, and writing. It is our rationale that students who are supported with the acquisition of the English language early on will be able to create the strong foundation necessary to become fluent in the English language. This group will consist of newly enrolled students, and students who are at a beginner level on the NYSESLAT and/or NYSITELL. This subgroup will be students of varying backgrounds and native languages. The teacher will utilize a variety of ESL methodologies within the lessons. These ESL methods include but not limited to: Total Physical Response (TPR) whereas the teacher skillfully uses the command system of language to develop receptive language. Students respond physically rather than verbally and speech emerges naturally. Within this method, speech, visual and physical clues help students comprehend the second language more effectively. The teacher will use the Natural Approach, whereas this "acquisition based" method focuses on authentic communication as its primary goal. It is characterized as a low-anxiety approach because the focus is on meaning rather than form. It is our goal to effectively meet the needs of our beginner group of English Language Learners. Our supplemental Title III program will provide students at risk of becoming Long Term ELLs with the instructional support and scaffolds they need in English Language Arts to prevent them from becoming long term ELLs. The teacher will incorporate a Cognitive Academic Language Learning Approach (CALLA) whereas students learn meta-cognitively. The teacher will use a variety of instructional strategies such as: read alouds, modeled talk, scaffolding, extensive visuals, computer technology with current software (headphones available which will aide in the students listening skills), and graphic organizers. Our supplemental Title III program will provide those students identified as Long Term ELLs the instructional support they need to become proficient in the English language. Here, the teacher will model, practice and administer activities that mirror the NYSESLAT. Reading deficiencies across the ELA Common Core Learning Standards will be identified and addressed. Students will be engaged in rigorous learning tasks that support higher order thinking. They will be provided with appropriate scaffolds to help them successfully analyze ELA reading and writing tasks. Academic Intervention supports will be utilized throughout this sub-group to address the language deficiencies of our students. As the Title III Program is the only after-school program running at this time, a supervisor already on site will supervise the program.

Part B: Direct Instruction Supplemental Program Information

Subgroups and Grade Levels of Students to be Served:

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

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

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

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

Schedule and Duration:

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

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

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

Types of Materials:

Continental's New York ELLs is a student book we will purchase that addresses the speaking, listening, reading and writing language domains. It focuses on academic content and items for the Common Core's emphasis on reading for information. Lessons from this book include response to graphic information, reading comprehension, comprehension of dialogue and information, picture-based stories, listening for academic content, and fact-based essay writing.

Practice Exercises in Basic English is a beginner English book we will purchase that presents skills in a simple progression using carefully prepared examples, followed by exercises to develop them. They are repeated in a variety of formats, so students learn and retain.

Other materials included at no cost to the Title III program are English dictionaries, native language translation dictionaries, picture glossaries, computer technology, and flashcards.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

Rationale:

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

Part C: Professional Development

mandated number of periods on a daily basis. It is also our goal to support the Special Education teachers with professional development in ELL methodologies through the Title III Program.

Teachers to Receive Training:

ESL Teachers:

Ms. Horn

Mr. Roland

Ms. Javed

Content Area Teachers:

Ms. Meola

Ms. Gerratano

Ms. Benfield

Ms. Supangan

Ms. Palmeri

Mr. Josephat

Mr. Clamucha

Mr. Furnari

Special Education Teachers:

Ms. Siano

Ms. Wahl

Ms. Lopez

Mr. Johnson

Ms. Saunders

Ms. Tishakova

Ms. Kanhai

Schedule and Duration:

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

Topics To Be Covered:

1. A Framework for Raising Expectations and Instructional Rigor for English Language Learners
2. The Blueprint for English Language Learners Success
3. Pillars in Practice: Chancellor's Guide to the 2014 -2015 School Year
4. 2014 -2015 Citywide Instructional Expectations
5. Analyzing ELL data
6. Supporting ELLs with our instructional focus
7. Modifying lesson plans/curriculum units to include scaffolds for ELLs

The ESL methods to be incorporated are QTEL, TPR, CALLA Approach, Holistic Approach, and Natural Approach.

Name of Provider: At no cost to the Title III Program, our ESL teachers will receive training from the Department of English Language Learner Student Support. They (Mr. Roland, Ms. Horn and Ms. Javed) will then turn-key this training to our staff members.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Rationale:

With the Pillars in Practice: The Chancellor’s Guide to the 2014 – 2015 School Year as our guide, it is our belief that forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown over time to have positive outcomes on academic achievement and the overall culture of the school. Parental involvement supports, encourages, and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at Andries Hudde Junior High School 240.

Schedule and Duration:

In addition to our mandated activities, such as parent orientation during the ELL identification process, we plan to implement a variety of Parent engagement workshops designed for the parents of our English Language Learners.

These workshops will take place once a month from November – June for two hours a day after the school day. It is our hope that these activities will support ELL families and impact higher achievement for our English Language Learners.

Topics to Be Covered:

1. Resources available from the Department of English Language Learner Student Support
2. Accessing and Understanding Student Data
3. Preparing our children for the NYSESLAT
4. Preparing our children for the New York State ELA
5. Preparing our children for the New York State Math Assessment

Name of Provider:

Our licensed ESL Coordinator (Ms. Horn) will conduct the workshops with our Parent Coordinator (Ms. Clemente).

How Parents Will Be Notified of These Activities:

At no cost to the Title III program, the translation of materials and notices for these workshops will come from our Translations Funds. Additionally, we will utilize the Translation Unit of the Department of Education to translate communication about these workshops. Additionally, at no cost to this program, our Automated School Messenger will provide notification phone calls informing parents about these activities.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 240
School Name Andries Hudde Intermediate School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Gina Votinelli	Assistant Principal Denise Nopper
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Robin Horn, ELL Coordinator	School Counselor Melida Quiroz-Hunter
Teacher/Subject Area Joseph Roland, Math/Science	Parent Golda Smith, PA President
Teacher/Subject Area Bushra Javed, /ELA/SS	Parent Coordinator Zoraida Clemente
Related-Service Provider Hilary Hadar, IEP/SEGIS	Borough Field Support Center Staff Member Natalie Hemmings-Noble
Superintendent Julia Bove	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	830	Total number of ELLs	69	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	17
SIFE	19	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	47	11	4	18	6	8	4	2	8		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							7	4	8					0
Emerging (Low Intermediate)							3	1	4					0
Transitioning (High Intermediate)							1	3	2					0
Expanding (Advanced)							16	12	8					0
Commanding (Proficient)							7	13	10					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							18	22	16					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	4	1	0	0
7	8	8	1	0	0
8	15	1	2	0	0
NYSAA			1	3	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	13		3		2		2		0
7	18		5		2		3		0
8	14		7		1		0		0
NYSAA					3		1		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	11		20		11		1		0
NYSAA Bilingual (SWD)					1		3		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	2		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

The early literacy skills of our ELL students at Andries Hudde use a variety of assessment tools . Our school opted to administer the NYC ELL Periodic Assessment to all of our ELL students. The ELL Periodic Assessment for English Language Learners is an optional assessment provided by NYCDOE. This assessment is intended to provide our teachers with detailed information of their ELL students' English language development. The results of this assessment is available to all our teachers as well as the students shortly after administration of the exam. After reviewing results of the data teachers will realign differentiate lessons and plan according to the students weaknesses and or his/her level of skills. Another teacher-created assessment are Unit Performance Tasks. These Unit Performance Tasks are created by teachers in each content area and they are aligned to the Common Core. These Unit Performance Tasks are also used as a form of formal assessments and benchmarks to assess the progress of their reading and writing skills.

Our school also utilizes a variety of assessment tools including, but not limited to, the following online program. Breaking News ESL is a free online technology based program that utilizes nonfiction current events. These articles are leveled 0 through 6 according to the students' lexile level. Lexiles are used to measure the difficulty of the text based on sentence length, the difficulty of the vocabulary and the frequency with which the words are seen in a passage. The program uses the information to match each student to the students instructional level of the text. This program also has over twenty different activities following each article. These activities are scaffolded to aid in development and mastery of a variety of skills. These skills assess their reading comprehension, their writing short and extended responses as well as listening skills. Lexile Framework measures each students' nonfiction reading comprehension for accurate levels of the reading passages.

Another assessment tool being utilized is the DRP. This exam is Common Core aligned and is administered to our 6th and 7th grade ELLs in the Fall and Spring. Like the ELL Periodic Assessment the teachers use this as well as all the above assessments to realign their lesson plans and reteach any particular skill needed as per the data. The Data obtained through this program is continually examined by teachers and the Assistant Principal of the ELL Department in order to drive instructional practices.

All assessment is intended to provide our teachers with detailed information of their ELL students' English language development. The results of the assessment is available to all the teacher as well as the students shortly after administration of exam. The ELL

Periodic Assessment is an untimed which tests skills of three modalities, listening, reading and writing. After reviewing results of this data teachers will teach, group and plan according to students weaknesses in any specific modality assessment is given three in the Fall and Spring. The ELL Periodic is used to track the growth of the ELL students in their English acquisition. Detailed student results, including item analysis, are available in the ELL Periodic Assessment online.

This data is available to all content area teachers. Data is discussed regularly at our ELL meetings as well as during our common prep. Teachers use this information to reteach particular skills students may be lacking. of comprehensive assessments, by skills are administered and reviewed accordingly.

The insight to all the above data along with the students years of service as well as other biographical history provides information to help teachers analyze and realign their lesson plans accordingly and reteach any particular skill if needed. These insights help teachers look at where a student is gaining progress and where a student is having difficulty. All data is continually examined by teachers as well as the Assistant Principal of the ELL Department in order to drive rigorous instructional practices which are aligned to the Common Core.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

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

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

Our school uses the Annual Measurable Achievement Objectives to guide our instruction. This data shows where we are on track and where we need to realign instruction. The patterns across the NYSESLAT modalities affect instructional decisions by teachers using this information to plan and group according to the students weakness in a specific modality. This grouping will allow students with the same weakness to share ideas and learn strategies that will enable growth in that modality. Reading/writing and listening/speaking will affect instructional decisions in terms of flexible instructional groupings of students within the classrooms. Teachers group students for instruction based upon their individual strengths and weaknesses. Using the data from this assessment, students are grouped heterogeneously within the grade, but then moved into homogeneous groups for instruction based upon their specific need. ELL teachers, Ms. Horn, Mr. Roland, Ms. Javed are involved in the decision making processes along with Ms. Nopper, ELL Assistant Principal, and Ms. Votinelli, I.A. Principal. Our Data Specialist, Lisa Marchisello is invited to all meetings regarding data driven instruction. When academic decisions are to be made for ELLs/SWDs we invite Ms. Hadar, IEP/SETSS Leader and our Special Education teachers, guidance counselors and support staff to our meetings. The school reviews the information from the Annual Measurable Achievement Objectives to determine if we are on the right track and meeting our AYP goals and we use this data to align instruction accordingly.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A. The patterns across proficiencies and grades is that Advanced level students take two years within that level before reaching English language proficiency. In having this data, the teachers as a whole provide additional support for advanced level students in an effort to provide them with skills needed to reach proficiency at a faster rate. We do this within the Title III After School ELL Academy, as well as within classroom groups. Students in this group are tracked by Inquiry Team members and decisions based upon all interim data reports are shared and examined. Instructional decisions are made in an effort to provide students with the optimum learning experience to reach English language proficiency.

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

C. Utilizing the reporting tool within the item analysis, the school is learning that ELL students show similar strengths and weaknesses across

many of the same skills their English only speaking counterparts show. We see that students are scoring poorly in reading and writing, so we provide additional support in these areas. Support include Title III After-School Program, Academic Intervention Services throughout the course of the day, and the SIFE Intervention Program. Description of how Home Language is used at Andries Hudde is including but not limited to the a variety of resources. We at Andries Hudde feel strongly that use of a students Home Language will help them achieve mastery of English as well as Academic Achievement. Cultural and native languse is embedded into daily lessons. Students are grouped at various entry points with Language Buddies to help accelerate English Proficiency. Whenever possible during content instruction students are grouped according to his/her Home Language this allows the students to access content by interacting with each other at varying levels of language proficiencies. ELLs who have a common Home Language are grouped together at different times throught content area of instruction can help organize collaborative tasks that target specific content and genergate interactions in the Home Language among thoeer peers. Tasks are enriched with print in both English and Home Language which is encouraged through the use of the FRAYER Model especially for Entering and Emerging students.

Home Language is supported in each program throught all content areas through use of teachers incorporating various strategies such as using ESL Methodologies . Home Language is also used in Math and Science by simataneously using State Exam in his /er Home Language whenever available. Each program, ELA, Math, Science, and Social Studies, students are give NYCDOE Bilingual Glossaries in each content area. Home Language libraries are set up in classrooms with an array of languages and mulitcultural books. Students have access to computers and IPads that allow them access for Google translation when needed throughout the day during content instruction Andries Hudde has implemented an instructional program that supports Native Language which is used to make content comprehensible to students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
At Andries Hudde we ensure that a students' second language development is considered in our instructional decisions through initially reviewing data results from NYSITELL and/or the NYSELAT. We analyze this data and determine the students's level of proficiency and in what modality the student needs the additional support. Our ELL teachers are highly qualified and certified licensed pedagogues. They incorporate ESL Methodologies and ESL Strategies through instruction. Native language support is given when available to help gain literacy proficiency. During small group activities, students are grouped homogenously when possible within the same language to help students develop literacy through content. Students are challenged through academic rigor that is aligned to the Common Core. Classrooms are rich in print, glossaries and bilingual dictionaries, which are incorporated throughout instruction.

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

N/A

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

Each program's success will be based upon its effectiveness in helping our ELL students improve their English language proficiency and achievement levels both within the classroom and on standardized exams. Such effectiveness is measured by data gathered from NY State Exams, ELL Periodic Assessments, data reports, the NYSELAT reports, as well as the DRP for the 6th /7th graders and Unit Performance Tasks in all subject content areas. It is our goal that 15% of our 69 ELL students will advance in their English language proficiency as measured by these various instruments. Our program's effectiveness will continue to be reviewed as we examine current data to determine whether or not we are approaching our goals for the school year.

The content performances are based on the prior years, City and State Math and ELA exam results. Our school currently offers Freestanding ENL instruction as the method of instruction for ELLs, based on parental preferences on the Parent survey. ENL instruction is provided for all ELLs as required under CR Part 154. The ELL program is 75% English instruction and 25% native language support. The classes are grouped by grade and heterogeneously(mixed proficiency levels). Support is provided by word to word dictionaries, and bilingual glossaries for each content area. All ELL teachers, as well as subject area teachers who have ELLs or former ELLs, work together to support the native language of the population in their classes. Transitional and Expanding students will receive 180 minutes per week of ENL. Commanding students will receive 90 minutes per week ENL. The instruction of the ENL component will be provided by a licensed ELL teacher. This leveling will enable the students of each group to advance at their own rate as well as challenge them in various content areas.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

The ELL identification is for all newly enrolled students who are eligible as well as those students who re-enters the NYC public school after 2 years. The process includes a formal interview as well as an informal oral interview.

Step 1) All students who come to enroll in the school are greeted by our Pupil Accounting Secretary, Therese Collogari. She then calls upon our trained licensed ELL Coordinator, Robin Horn to conduct the formal(written) and informal(oral) interview process. Any student who is new to the NYS/ NYC school system OR to those who have NOT been in the NYS school system for 2 or more years are qualified to begin the process of ELL identification all over again. Parents may request a re-identification process/review with 45 days of enrollment.

Step 2) The initial identification process begins with the Home Language Identification Survey (HLIS) which is the Formal part of the identification process, which is conducted by our licensed ELL Coordinator Robin Horn. The HLIS is given to parent in his or her Preferred Language and if needed and Interpreter is called upon by either our staff and our use of the NYCDOE phone translation and interpretation service. After completing the Home Language Identification Survey a student may be eligible for the NYSITELL if one or more questions on questions #1-#4 are a language other than English and two or more on questions #5-#8 are a language other than English.

Step 3) However, this is not the sole criteria for eligibility. An Oral interview is conducted by Robin Horn our licensed ELL Coordinator. This Oral Interview is an integral part of the intake process and gives a more accurate view to help determine if it is actually the child who has Limited English or if it is just the Parent/Guardian. There are times that the Language spoken at home is other than English, however the child is fluent in speaking English. If the Oral interview suggests this that there is no need for administering the NYSITELL the process terminates. However if the oral interview suggests that the student is eligible he/she is given the NYSITELL within 10 days of enrollment. The ELL Coordinator documents all information of eligibility on the HLIS and places the original in the students' cumulative folder. A copy of the HLIS is kept in a secure central location as well.

Step 4) The NYSITELL is then given by our ELL Coordinator to those students who are eligible within 10 days of enrollment. An answer document is printed from ATS in the RBLA function. After the students complete the NYSITELL it is dated, bubbled, and scanned for results into ATS all within the 10 day window frame of the child's enrollment. It is understood that it is not the date that determines compliance but rather the scan date.

Step 5) If a newly enrolled student has a home language of Spanish and it is determined an ELL based on the NYSITELL results he/she is given the Spanish Lab. This answer document is printed from ATS using the RSLA function. After the student completes the test it is scanned with the 10 day window of enrollment. These results are not used for determining ELL eligibility but rather for support and instructional planning.

Step 6) Within 5 days of taking the NYSITELL our ELL Coordinator forwards the results to the parent in his/her Preferred language using the NYCDOE standard parent notification letter. This letter informs them of their child's Entitlement or Non-Entitlement of ELL services. Parents have the right to appeal ELL eligibility. Also, parents have the right to a re-identification process within 45 days for those students who are re-entering the NYC school system after 2 years. Copies of ALL parent notifications/documentation and letters are kept in the students' cumulative records and copies are retained in a secure central location.

Step 7) Our ELL Coordinator then gives the parents a date to attend a New Admit Orientation Workshop. This is where all new admits watch the Parent Video in the parents preferred language and complete the Program Selection Survey form. All forms are distributed in the parents' preferred language that was requested upon enrollment on the HLIS. At all Orientations there are translators available and/or the NYCDOE phone translation and Interpretation Service.

Step 8) Within 10 days of enrollment and within 5 days of the NYSITELL testing students are placed in the program of their choice according to Parent Selection Survey. Parents are sent home a "Placement Letter" in their preferred language as indicated on the HLIS. Our ELL Coordinator, Robin Horn then enters this information into the ELPC screen in ATS within 20 days of enrollment. All original documents are placed in the students cumulative folder and copies are sent home as well as stored and secured in the office of our ELL coordinator, Robin Horn.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ELL Coordinator Robin Horn will upon enrollment determine if a student through the written and oral identification process is suspected to have an interruption/inconsistent formal education (SIFE) in his/her education. This determination is made by the following factors: two or more years behind grade level in their native language in literacy and OR two or more years behind grade level in mathematics. The ELL Coordinator also determines SIFE eligibility at the initial enrollment the HLIS indicates their has been an interruption of schooling. The ELL Coordinator will then give the student a SIFE questionnaire. Next, The student will take a LENS (Literacy Evaluation New Commer Lens) which is a survey administered online in his/her native language. The results are also given online and should be used as one of the factors for determining SIFE eligibility. The ELL Coordinator has 30 days from enrollment to make this initial SIFE determination. Another indicator if SIFE eligibility is that the student is at an Entering or Emerging level on the NYSITELL. The ELL Coordinator enters SIFE determination in the DOE's data collection (BNDC). As per CR Part 154, schools have up to 1 year to change SIFE status. Once the student reaches a transitioning or higher level on the NYSESLAT the SIFE status is removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

To better assist newly enrolled students with IEPs and those who are re-entering after 2 years and to meet all parts of the CPR Part 154 rules, regulations and requirements Andries Hudde has formed a Language Proficiency Team (LPT). Our LPT consists of the following: Schools Administrator, Gina Votinelli, Principal, Director of Special Education, Mr. Kerdy Bertrand, Denise Nooper, Assistant Principal of English Language Learners, Robin Horn, ELL Coordinator, SESIS, Hilary Hadar, Eileen Touy, School Guidance Counselor, Rena Palmeri, Language Teacher, a Student's parent and or Guardian.

When a newly enrolled student with an IEP enters Andries Hudde they will be greeted by our ELL Coordinator, Robin Horn. Our Coordinator will then call upon our (LPT) Language Proficiency Team. The LPT will look at all the factors to determine if the student has language acquisition and should continue the ELL identification process and take the NYSITELL or if the student has other factors that contribute to his/her language proficiency and should not take the NYSITELL.

If the LPT teams determines that the student should not take the NYSITELL a letter stating this recommendation is sent to the Principal for review. The Principals' determination is then sent to the Superintendent for further review. Upon review the Superintendent makes a final decision and a letter is sent to the parents/guardian within 3 days of this decision in the parent's preferred language. If the student is exempt from taking the NYSITELL the process terminates and the parents are notified within 3 days. If the superintendent determines the student is ELL eligible for the NYSITELL the ELL identification process continues.

Use of Appendix EPRG of SIFE identification is as follows: Our trained licensed ELL pedagoge upon enrollment of the ELL student will look several factors including but not limited to the HLIS and or the Oral Interview indicating that there has been an interruption the the student's formal education. If there is an indication our trained lincensed pedagoge will administer the Oral Interview Questionnaire. For those who have a Home Language of Arabic, Bengali, Hatitian Creole,, Chinese, or Spanish our Coordinator will administer the LENS (Literacy Evaluation For Newcomer SIFE) After looking at DATA our ELL Coordinator will enter SIFE status into the BNDC screen no later than 30 days of enrollment. However, SIFE identification status can be modified up to one year . As per CR Part 154 Sife status can now be removed once the studentscores at intermediate/transitioning level or higher on the NYSESLAT.

During this review as well as all reviews the student will continue to recieve all mandated minutes to ensure learning is continious without interruption and with a high level of academic rigorto meet the Common Core Learning Standards.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After students take the NYSITELL the ELL Coordinator scans the answer document for results in the RLCB function in ATS. Students who are entitled to ELL services receive an entitlement letter on school letterhead in parents' preferred language within 5 days of testing.. Any student receiving a non entitlement letter will be placed in a mainstream program. The parent will receive a letter of non-entitlement within 5 days. An original letter is kept in the students' cummlative folder. ALL letters are distributed via the students to the parents and a copy of the letter is mailed to the parent. Copies of the letters are then stored in the office of the ELL Coordinator. Parents are given the opportunity to contact the school to discuss the entitlement and non entitlement letters with the ELL Coordinator, Assistant Principal, and the Parent Coordinator.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents have the right to appeal ELL status. A right to appeal letter is sent home to the parents in their preferred home language. This must be done within 45 days of enrollment. The eligible students are those with a home language other than English, ELLs or non- ELLs. The request must be made by the parent. The process must be completed within 10 days, UNLESS a review goes to CSE, because a disability is suspected, then the review must be completed within 20 school calendar days. The ELL Coordinator will administer the NYSITELL if original determination of eligiblity was determined. However, after the re-identification process our ELL Coordinator will not administer any student a NYSITELL two times.

As per CR Prt 154.2 our ELL Coordinator as well as our CSE team and qualified personnel will review all the data of the school

based assessments regarding the students abilities of reading, writing, listening and speaking. Based on the determination of our ELL Coordinator and CSE team the Principal makes the final school determination and submits a written notification to the Superintendent. Our ELL Coordinator will send written notifications and decisions by mail to the parents in their preferred language and copies have kept in the students' permanent records.

Once the Superintendent receives a signed Notification Letter of Appeals from the Principal the Superintendent will then have 10 days to make a Final decision. The results of this final decision will be mailed from the Superintendent to the Principal. Copies of this letter are also sent to the parents in their preferred language. All documentation will be retained in the students cumulative language. Within 6 to 12 months after the Superintendent notifies the Principal a review of ELL status will be done to ensure any changes that may have been done did not adversely affect the student.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When students are identified as ELLs, the parents are immediately encouraged to stay to watch the New York City Department of Education online Parent Orientation video. Robin Horn, licensed ELL Coordinator, will facilitate the viewing of this video. The video explains the three important parent choices for instructional programs offered by the City of New York: Transitional Bilingual, Dual Language, and Freestanding ENL. If parents can not stay at this time, they will be provided with a scheduled appointment. Robin Horn, licensed ELL Coordinator will have translators if needed to help ensure that before parents leave they understand all programs offered by the NYC Department of Education. The parents have 5 days to return the Parent Selection Survey or the student by default will be place in a biligual program if available in our school according to the ASPIRA Decree. The student will then be place in an ENL program and receive his/her mandated requirements as per CR 154, while awaiting the parent's choice.

After viewing the video, parents are strongly encouraged to complete a Parent Survey and Program Selection Form which is collected the same day and kept on file at the school as well as in the students permanent record. Interpreters are available to assist with all questions. The Parent Survey Form helps the school determine the three types of ELL instructional programs offered in NYC. As CR Part 154 and as per the Aspira Consent Decree if the Parent does not return the Survey Selection form the student will be placed in a Bilingual program (as long as enough parents have requested such to fulfill the requirements for that language of 15 or more students on that grade or one above.)

In an effort to build alignment between parent choice and program offerings, we continually monitor the requests of parents and the number of possible participants in a TBE program. It has been the trend that parents opt for our Freestanding ENL program. Parents who choose a bilingual program are provided with the different options including but not limited to a list of other options such as transferring to another school that offers a bilingual program if there is availability. Students with special needs, mandated by CSE to receive bilingual services, will be assigned a bilingual alternate placement paraprofessional who speaks the student's native language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Every effort is made to reach out to those parents who have not returned the Parent Selection Survey. Our ELL Coordinator along with our Pupil Accounting Secretary and Parent Coordinator Calls the parents using the translation service. Letters in the Parents Preferred Language are sent home as well. All the phone calls are recorded and logged. Phone calls for letters for the return requests are sent home and copies are kept on file.

As CR Part 154 and as per the Aspira Consent Decree if the Parent does not return the Survey Selection form the default program for ELLs is a bilingual education student will be placed in a Bilingual program (as long as enough parents have requested such to fulfill the requirements for that language of 15 or more students on that grade or one above.) In an effort to build alignment between parent choice and program offerings, we continually monitor the requests of parents and the number of possible participants in a TBE program. If the parents of 15 students on the same grade or contiguous grades request TBE, a class would be formed. This information is entered into the ELPC screen and is closely monitored and reviewed. Parents who choose a bilingual program are provided with the different options which include registering their child in a bilingual program in another school within the district. Students with special needs, mandated by CSE to receive bilingual services, will be assigned a bilingual alternate placement paraprofessional who speaks the student's native language.

Provisions are made for parents who are unable to attend scheduled orientations. The ELL Coordinator, Robin Horn, will conduct a phone orientation (using translators)and or Phone Translation and Interpretation Unit to ensure that parents are well informed of all the instructional programs that are available to them. All phone calls are logged and all documentation is retained in the students' cumulative record as well as copies in the ELL Coordinator office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

After viewing the video, parents are asked to complete a Parent Survey and Program Selection Form which is collected the same day and kept on file at the school. Interpreters are available to assist with questions. The Parent Survey Form helps the school determine the type of ELL instructional program that will be offered for the school year. As CR Part 154 and as per the Aspira Consent Decree if the Parent does not return the Survey Selection form the student will be placed in a Bilingual program (as long as

enough parents have requested such to fulfill the requirements for that language of 15 or more students on that grade or one above.) In an effort to build alignment between parent choice and program offerings, we continually monitor the programs that parents choose through the ELPC function in ATS as well as keeping a record of copies that were sent out and or phone logs recorded. program are provided with the different options which include registering their child in a bilingual program in another school within the district. Provisions are made for parents who are unable to attend scheduled orientations. The ELL Coordinator, Robin Horn, will conduct a phone orientation (using translators) and or Phone Interpretations to ensure that parents are well informed as to the instructional programs that are available to them.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our ELL Coordinator, Robin Horn ensures that within 5 days after the student takes the NYSITELL and within 10 days from enrollment standard NYCDOE Placement letters are sent home. This Placement letter informs the parent of the program his/her child have been placed in according to the Parents choice on the Parent Selection and Survey Form. The letters are sent home in the parents preferred language, copies are kept in the ELL Coordinators office and the Original is retained in the students Cumulative Folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ELL Coordinator, Robin Horn ensures all documentation including but not limited to the HLIS, Entitlement, Non-Entitlement letters, Placement letters, Transitional letters as well as Appeal letters are retained in the students' cumulative folder (Permanent Records.) Copies of these documents are always kept in a secure location in the ELL Coordinators' office.

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of the school year, but no later than September 15, 2015, our ELL Coordinator will review the scores of the NYSESLAT. These results are found in ATS in the RLAT function. Either a (Y) is entered for results of current students entitled or (N) is entered for those students who scored Proficient/Commanding. The results of this data indicate the students' level of English acquisition and at what level of proficiency level in each modality. If the student is at the Entering, Emerging, Transitioning or Expanding level the student receives a Continue Entitlement letter. This letter is sent home to the parent in their preferred language and a copy is placed in the students' cumulative folder. If the results on the NYSESLAT indicate the student is at the Commanding level the student is Proficient and is entitled to receive two years of transitional support of 90 minutes per week of ELL instruction in a content area.

Another method of becoming a former ELL is to score Advance on the NYSESLAT or a 3 or 4 on the ELA. In either case a letter indicating such is given to the parent in his/her preferred language. The original letter is placed in the students cumulative folder and copies are placed in the ELL Coordinator's office.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years, our ELL students chose our Freestanding ENL program. On average, only one or two parents have requested a Bilingual/Dual Language Program over the course of this time. Currently Andries Hudde offers a 6th, 7th and 8th grade Freestanding ENL program. In an effort to build alignment between parent choice and program offerings, we continually monitor the requests of parents and the number of possible participants in a Transitional Bilingual or Dual Language Program. As per the ASPIRA Decree if the parents of 15 or more students of that language on the same grade or two continuous grades request a bilingual class model, a class would be formed.

Parents who choose a bilingual program are provided with the different options which include registering their child in a bilingual program in another school. The ELL Coordinator will enter the information of what the parent chooses, either Bilingual or Dual in the BNDC screen in ATS. This data will remain unchanged while the student awaits transfer to a Bilingual school or a Bilingual program opens up in our school. While the student continues to receive his/her mandated minutes within our ENL Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

As per CR Part 154.2 instruction for our ELLs will be delivered with the mandated requirements. Students within their grade 6th 7th or 8th will travel together as a group and are grouped heterogeneously (mixed proficiency levels). Students who are in a Co-Teaching/Integrated Program will be with two teachers who are both certified in different areas. One teacher will be certified in TESOL while the other teacher is certified in a Common Branch (K-6) or Content Area license of grades 7th or 8th.

Another program that may be delivered is an Integrated Approach is having one teacher who is dually certified in both ESL and Common Branch (K-6) or Content Area of grade 7 through 8. In the Stand-Alone program the teacher must retain a K-12 TESOL License. The following are the required minutes given to our ELLs according to their English proficiency level as mandated by CR Part 154.2 and will not be grouped above two grade spans unless those identified as ELLs in a Special Education class:

 - Entering/Beginners = 2 units of study per week (360 minutes)
 - Emerging/Low Intermediate = 2 units of study per week (360 minutes)
 - Transitioning/High Intermediate = 1 unit of study per week (180 minutes)
 - Expanding/Advanced = 1 unit of study per week (180 minutes)
 - Commanding/Proficient = Former ELLs will receive half unit of study per week (90 minutes)
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - Entering/Beginners = 2 units of study per week (360 minutes)
 - Emerging/Low Intermediate = 2 units of study per week (360 minutes)
 - Transitioning/High Intermediate = 1 unit of study per week (180 minutes)
 - Expanding/Advanced = 1 unit of study per week (180 minutes)
 - Commanding/Proficient = Former ELLs will receive half unit of study per week (90 minutes)
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

For the 2015 school year ELA/ENL department is using the Scholastic Code X Curriculum. The curriculum includes a student edition with close reading exemplars and performance tasks. The teachers edition includes a framework for whole and small group instruction in Close Reading, Text Complexity Analysis, Rubrics word study and scaffolding for writing and reading comprehension. Throughout all the content areas; Science, Math, Social Studies and ELA/ENL instructional approaches used are: Academic and Content Vocabulary which is incorporated into all subject areas of instruction. Scaffolding and extensive use of visuals, gestures, audio-visual materials, graphic organizers, hands-on materials and computer technology are incorporated throughout the lesson as well.

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

We are also incorporating Code-X and Ready New York 2015 which is aligned to the CCLS. These reading programs are integrated programs of assessment and data driven instruction designed to teach the Common Core Learning Standards for English Language Arts. It is used in a supplemental way to address specific standards where students require additional instruction and practice. Both programs also provide differentiated instruction and independent practice of key concepts and skills that build student confidence.

Word Generation Series is also incorporated into our literacy program. This program is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science and social studies classes. Word Generation employs several strategies to ensure that students learn words in a variety of contexts. : :

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

We ensure that ELLs are appropriately evaluated in their home language throughout the year using a variety of assessments.. There are many factors including, their environment, their familiarity with and exposure to English, socioeconomic status, prior schooling experiences, and life experiences, that interact with and influence their learning. Authentic assessments is always used in addition to progress monitoring to determine what students know and can do, as well as what they need to learn. As part of this process, English language acquisition specialists should assess ELLs' language proficiency and academic skills in English and their first language. Special education teachers, psychologists, and/or speech language therapists may conduct additional formal and informal assessments. Team members should observe the child in different contexts to better understand the instructional environment and the conditions the student seems to both thrive and struggle. Students are often evaluated in Spanish using the LAB-R. Students who speak other languages are often evaluated in their language using a LENS. Other evaluations include, but are not limited to, the NYSITELL results as well as the NYSELAT results. Evaluation is done throughout the year formally as well as informally.

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

Andries Hudde ensures that ELLs are appropriately evaluated in all four modalities throughout the year by reviewing the NYSELAT data. This information in this data gives the ELL Coordinator a more accurate breakdown of how each student performed in each modality, reading, writing, listening and speaking. Having this data helps evaluate which skills the student needs further support. Using this data helps to identify where a student is performing at the entering, emerging, transitional and or expanding and or proficient/commanding. Having this data helps differentiate instruction and realign instruction and or grouping in order for the student to gain proficiency across all modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. Students with Interrupted Fromal Education (SIFE) are students who upon enrollment were performing two or more years below grade level in literacy in his/her native language and or mathematics. Our SIFE students will receive small group instruction as well as be recommended to receive Academic Intervention Services. . Our SIFE students if there are 20 or more enrolled at the start of the year will receive small group instruction through a SIFE grant if approved. This grant will allow small group instruction after school or before school. Certified ELL teacher will work with students to help develop literacy skills needed based on the results from the NYSELAT.
- b. Newcomers are students who newly identified ELLs and remain ELLs for up to 3 years. These students are not just students who are Newcomers but may also be students who are born in he US but are identified as an ELL based on the NYSITELL data. These students will have differentiated instruction based on his/her proficiency level and or needs and receive the mandated minutes required by CR Part 154 instruction according to results of the NYSITELL and or NYSELAT. They will have Native Language support for 75% of instruction and be grouped according to same language in various activities. They will use their Native language to help develop literacy skills. Certified ELL teacher and or Certified Content Area teachers will incorporate ESL methodologies and various ESL strategies that include visual support, technology and a classroom rich in print.
- c. Developing Students are those students who remain an ELL for 4 to 6 years. These students will also continue to receive his/her mandated minutes as per the CR Part 154. Differentiated instruction will be delivered by certified pedagogues in ELL and or Content area. They will have small group instruction by area of skill needed. All instruction will have academic rigor and be aligned with the Common Core.

- d. Long Term ELLs (LTE) are students who have remained an ELL for 7 or more years continuously enrolled in the U.S. These students will receive differentiated instruction through small groups and or receive Academic Intervention Instruction (AIS) by a qualified pedagogue in the area/skill that he/she is not performing proficient in as indicated on the NYSESLAT.
- e. Former ELLs up to two years after exiting ELL status will receive half a unit (90 minutes) of Integrated ENL in ELA/content area

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Beginning this school year 2015-2016 students who have undergone the ELL Identification process may be go through the ELL Re-identification process. This process allows the Guardian/Parent 45 days to appeal a decision made by the school regarding the students' ELL or Non=ELL Entitlement. The school must initiate a review of the ELL status upon receipt of a written request from the Parent/Guardian, as well as a teacher only if the teacher's request includes a written consent from the parent/guardian.

The Re-identification Process must be completed within 10 days of receipt of written notice. However if the Committee of Special Education (CSE) is consulted then the allotted timeframe of completion is 20 days. Based on recommendation from our trained Licensed ELL Coordinator, Robin Horn and our CSE team all documentation and data are thoroughly reviewed our Principal determines to change the ELL status or not. Upon all signed documentaion the Principal sends the request to our Superintendent for a Final decision. Written notification from the Superintendent to the Parent is sent within 10 school days in the parents home language. While awaiting approval for the final decision if the student is Re-identified as an ELL or a non - ELL by the Superintendent. During this waiting period students receive the mininum mandated minuted as per the CR Part 154 to ensure that his her academic progress has not been adverstly affected.

Bewtween 6 and 12 monthes from the Superintendent's final decision the Principal,must review the entire Re-identification decision to ensure that the students academic progress has NOT been advserly affected by this determination.If there is any adverse affect by the previous decision the principal must provide additional support justifying this decision. As defined in CR Part 154-2.3 if the decision is reversedby the Principal a final notification is sent in writing to the parent/guardian with in the parent's preferred language. During this entore process Andries Hudde ensures the the student recieves all mandated minutes and instruction is with the highest level of academic rigor to ensure English proficeincy and growth aligned to the Common Core Learning Standards.

Parents have 45 days to appeal a decision made by the school regarding the students' ELL entitlement. Through this process parents are awaiting approval for the final decision if the student is Re-identified as an ELL or a non -ELL by the Superintendent.

During this waiting period students must receive the mininum mandated minuted as per the CR Part 154 to ensure that his her academic progress has not been adverstly affected,

8. 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?

It is important to consider the unique characteristics ELL-SWDs bring to the learning environment and to think about how factors including their familiarity with and exposure to English, socioeconomic status, prior schooling experiences, and life experiences, nteract withand influence their learning. Authentic assessments should be used in addition to progress monitoring to determine what students know and can do, as well as what they need to learn. As part of this process, English language acquisition specialists should assess ELLs' language proficiency and academic skills in English and their first language. Special education teachers, psychologists, and/or speech language therapists may conduct additional formal and informal assessments. Team members should observe the child in different contexts to better understand the instructional environment.

ELLs with special needs receive grade level material that is aligned to the Common Core. Our ELL-SWDs areprovidedwith plenty of visuals and dramatized reading material. Total Physical Response methodologies buiding academic vocabulary, simplifying content and concept knowledge are ways to provide access to academic content and accelerate English language development.

The technology that is used to help these students includes Smart Boards, CD players,i-Pads, Laptops/computers. The ELL teacher meets with the School Based Support Team in collaboration with the Special Education Assistant Principal and the Special Ed teacher/IEP Teacher to make sure ELL-SWDs receive the correct ELL services. In some cases, a Bilingual Assistant

helps the student in class throughout the day. The ELL- SWDs use the same materials and do the same work as the mainstream students. However, the tasks and assignments are differentiated based on the student's abilities and on the IEP. Some students may need simplified instruction and or have the task broken down into smaller components.

Furthermore, multiple intelligence problem solving strategies are also used by teachers to promote academic success. These strategies include linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal and naturalistic. It is important to

consider the unique characteristics ELLs bring to the learning environment and to think about how factors including their familiarity with and exposure to English, socioeconomic status, prior schooling experiences, and life experiences, interact with and

influence their learning. Authentic assessments should be used in addition to progress monitoring to determine what students know

and can do, as well as what they need to learn. As part of this process, English language acquisition specialists assess ELLs' language proficiency and academic skills in English and their first language. Special education teachers, psychologists, and/or speech language therapists may conduct additional formal and informal assessments. Team members observe the child in different contexts to better understand the instructional environment and the conditions the student seems to both thrive and struggle.

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

Andries Hudde uses curriculum instructional and scheduling flexibility to ensure all of our ELLS/SWDs obtain their goals within the least restricted environment. Our ESL coordinator, Robin Horn, is an active participant of our IEP team working with our special education specialist, Hilary Hadar, IEP/SETSS teacher. Alene Guenther, our special education guidance counselor and Eileen Touhy, our school psychologist and Kerdy Bertrand, our Assistant Principal of Special Education create obtainable goals and effective instructional strategies to properly meet the needs of our ELLS. Our special education teachers work together with our program director to create scheduling flexibility that allows us to provides the services that meet the critical needs of ELLs/SWDs. Andries Hudde uses curricular instruction and schedule flexibility to ensure ELL/SWDs receive their mandated IEP requirements and attain English proficiency in the least restrictive environment. New York State certified licensed ELL teachers and

Certified Special Education teachers as well as Content area teacher use QTEL methodology, the Natural Approach, CALLA, and

TPR to ensure that LEP students meet the standards and pass the required 6th, 7th and 8th grade New York State assessments.

The materials used for instruction are aligned with New York State and New York City ELL Standards. The ELL methodologies used

incorporate listening, speaking, reading, and writing within the curriculum. This creates a comprehensive and complete English language immersion.

Cooperative planning amongst ELL/SWD teachers, all teachers of ELLs and former ELLs occurs informally on a monthly schedule. Three of our ELL teachers have completed the Quality Teaching for Secondary English Learners Professional Development training within their content areas. All our teacher

are trained to incorporate ESL methodologies and strategies and use the Natural Approach, CALLA, and TPR to ensure that ELL-SWDs meet the standards and pass the required 6th, 7th and 8th grade Common Core State assessments. Licensed ELL teachers, Assistant Principal, Spec. Ed. and IEP teachers collaborate on which programs and materials would best suit our ELL-SWDs

on each ELL grade and content area. The materials used for instruction are aligned to the Common Core in all content areas.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

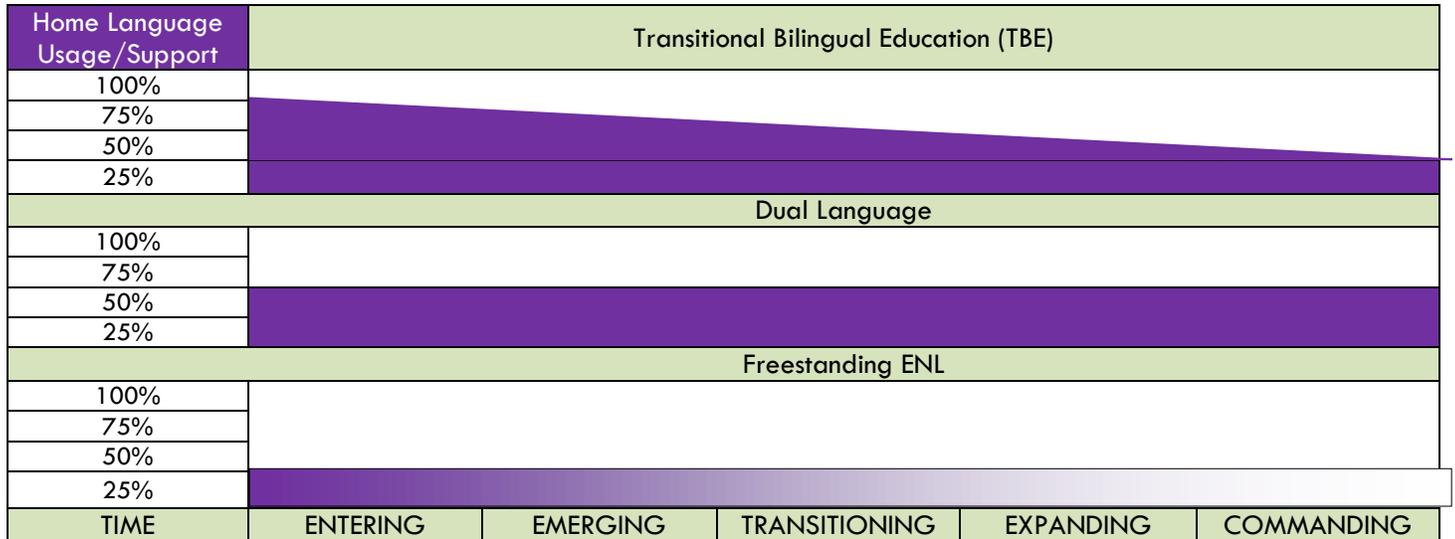


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ELL students targeted in need of Academic Intervention Support (AIS) in the areas of ELA, Math, Science and Social Studies will receive a wide range of services. Breaking News ESL is aligned with the Common Core State Standards that utilizes non-fiction reading passages adapted for each ELL students' individual reading lexile level. This program incorporates all the modalities which enhances their reading, writing, listening skills and speaking skills. Social studies and Science articles will be read, analyzed, discussed, and assessed by students within this program. Teachers will choose reading material to support topics already being implemented in classrooms. This material will support learning taking place within the classroom. ELLs will also be targeted for improved student outcomes in ELA and Mathematics. Students will be serviced within Academic Support Intervention programs. Their academic progress will be examined by the School Inquiry Team.

In addition, students targeted will receive additional tutorial assistance on a 10:1 ratio two times a week. Finally, students will be enrolled in our Title III Academy after school program. Within the Title III program, students receive specific academic intervention in Mathematics, English Language Arts, and Science and Social Studies within small groups. Work done in this program is focused on meeting the needs of individual students according to a variety of skill specific data reports. We have also implemented additional services to meet the needs of our SIFE population. These students receive additional services for an hour twice a week in a small group setting.

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

We are all teachers of ELLs and continuously strive to better the effectiveness of our ELL program and the needs of our ELLs in both content and language across all content areas: ELA, Science and Social Studies. We offer non-fiction articles in all content areas such as Science, Social Studies, ELA and Math. Struggling ELLs are given graphic organizers, word walls and sentence starters. The support is slowly removed as the student feels more comfortable and their lexile improves. To date we have had a positive outcome utilizing software technology and data indicates that students reading and writing levels are increasing. Assessments are reviewed weekly on our common preps and lexiles are adjusted accordingly to insure the growth of each student. The effectiveness of our current program is on track for meeting the AYP according to the AMAO tool. According to this data as well as the results from the NYSESLAT the needs of our ELLs in both content and language show progress in all modalities. Each program's success will be based upon its effectiveness in helping our ELL students improve their English language proficiency and achievement levels both within the classroom and on standardized exams. Such effectiveness is measured by data gathered from NY State Exams, ELL Periodic Assessments, data reports, the NYSESLAT reports, as well as the DRP for the 6th/7th graders and Unit Performance Tasks in all subject content areas. It is our goal that 15% of our 69 ELL students will advance in their English language proficiency as measured by these various instruments.

Our program's effectiveness will continue to be reviewed as we examine current data to determine whether or not we are approaching our goals for the school year. The content performances are based on the prior years, City and State Math and ELA exam results. Our school currently offers Freestanding ENL instruction as the method of instruction for ELLs, based on parental preferences on the Parent survey. ENL instruction is provided for all ELLs as required under CR Part 154. The ELL program is 75% English instruction and 25% native language support. The classes are grouped by grade and heterogeneously (mixed proficiency levels). Support is provided by word to word dictionaries, and bilingual glossaries for each content area. All ELL teachers, as well as subject area teachers who have ELLs or former ELLs, work together to support the native language of the population in their classes. Transitional and Expanding students will receive 180 minutes per week of ENL. Commanding students will receive 90 minutes per week ENL. The instruction of the ENL component will be provided by a licensed ELL teacher. This leveling will enable the students of each group to advance at their own rate as well as challenge them in various content areas.

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

For the next school year we will continue offering our ELL students our Title III Afterschool Program. We will also continue to invite our ELLs to our Achieve Now Academy on Saturdays. This Program allows students to receive additional support in the content area where student is not showing progress and needs further academic intervention.

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

The program that we currently incorporate as supplemental is ST Math. This is a technology infused program which may be discontinued due to funding.

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

All our ELLs at Andries Hudde are afforded equal access to all school programs. Our ELLs currently attend our Saturday Academy, as well as Title III program. Other programs that they are currently involved in include but are not limited to our Chess Club, Puppets in Animation (through Brooklyn College), Arts In The Theater (Broadway Junior), Gifted and Talented Programs and Honor Society and Regents program.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our ELL classes use a wide range of instructional materials to support learning. These materials included but not limited to are, bilingual dictionaries, word to word glossaries in all core content areas and ELL classroom library. Native support is also given to core content areas through the use computers for translation when available. In addition our ELL department infuses the use of technology to classes by use of lap-tops for student use within the classrooms. These laptops are used to enhance and enrich classroom instruction. In addition, these lap-tops are used within the Breaking News ELL literacy differentiation program. Another technology based program that our ELLs utilize is ST Math. Through the collaboration of a writing grant our ELL Coordinator, Robin Horn and ELL Assistant Principal Denise Nopper received a grant for our ELL Math Department. This program includes along 30 laptops and laptop cart with loggin account for all our ELLs including our SIFE and LTE. Spatial Temporal program focuses on problem solving techniques utilizing puzzles and visual questions with limited words. This program enhances critical thinking skills in a non threatening environment allowing students to explore math problems through a process of trial and error.

In addition, computer technology is offered to our classes within the Computer Related Arts program as well as through daily and weekly visits to the school library. Our ELL classrooms are also equiped with state of the art SmartBoard Technology which is used to facilitate instruction. Students receive the same New York State/City approved Common Core Curriculum textbooks as their English only speaking counterparts. They, however, receive supplemental materials to aide in English language acquisition. Listening centers, picture books, dictionaries, reading books, science books, math materials are all in place to support learning.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in a variety of ways to all our ELLs in all content areas. Students who score at the Entering Level and the NYSITELL will receive 100% of Native Language Support in ENL class. As their English language level increases with proficiency Native language support is scaffolded to 75% for Emerging level students to 50% for those students who score a transitional level. Those students who score at Expanding level will receive 25% Native language support with a content area. Those who score Proficient/Commanding will contineto receive Native language support about 25% in a content area for an additional 2 years. Those students Non-fiction reading passages are delivered to students in English with Spanish and Haitian-Creole support prompts. Students speaking other languages will receive support through our multi-lingual staff. Students also have translation dictionaries in all classes. Support is also given by having Word to Word glossaries readily available in all content aeas. Students also given laptops when needed for translation of material not support in glossaries. For students with low incidence language we try and pair them with a buddy of the same language. We also have readily available bilingual dictionaries in a multitude of languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Activities that assist our newly enrolled ELLs before or at the beginning of the school year as well as throughout the year include but are not limited to the following: Our ELL Coordinator, Robin Horn will conduct a Newly Enrolled Parent Orientation. A Meet and Greet are also offered to the parents as well as the newly enrolled students this is conducted by our ELL coordinator along with our Parent Coordinator, Zoriada Clemente. If a student enters our school in 8th garde they are introduced to our 8th garde Guidance Counselor, Melida Quiroz. The guidance counselor will help inform the student of choices and procedure and requirements needed for entering High School. Parents are also given an appointment to meet with the Guidance counselor to help ensure they are informed of all the choices and understand the procedure. Translators are available when needed as well as using the Translation Interpretation phone service. All documentation is in the parents preferred language.

Walkthroughs are also conducted for all our newly enrolled ELLs by our ELL Coordinator. The walkthroughs help the students get familiar with the structure of school and where the common areas are, such as cafeteria, library, computer room, and main office, nurses room and bathrooms. Newly enrolled students are given a buddy from their class with the same native language. This buddy system is an integral part dor the newly enrolled ELL.

19. What language electives are offered to ELLs?

Currently the two language electives that are offered to ELLs in our school are Spanish as well as French.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The plan for professional development for all personnel at Andries Hudde is that all teachers will receive 15% of total hours ELL specific professional development and 50% of total hours will be afforded to our bilingual/ENL teachers. These ELL specific development workshops will focus on ELL Best Practices. The professional development and support is to give teachers the tools to help them incorporate ELL methodologies and ELL strategies for their ELLs as well as Former ELLs in their classrooms.

The ELL training for all staff members takes place within our September Professional Development Days, Election Day Professional Development Day, Brooklyn/Queens day and after school through our Title III Program. Here, teachers are provided with strategies to assist them with English Language Learners as well as long term ELLs and SIFE students within their program. They are developed in ELL teaching methodologies. They are provided with data as it relates to individual students in their class. They are also provided with compliance information. The records are maintained through Attendance Sheets that are kept in Robin Horn, ELL Coordinator's office.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Currently teachers of ELLs are given various opportunities to receive professional development that is offered through the NYC DOELLS. These workshops include but are not limited to incorporating the best practices for ELLs in the Common Core Learning Standards. Aligning Common Core Content in ELA and Math as well as Science and Social Studies in the ENL classroom. Professional Development is given throughout the year and all teachers are encouraged to attend in order to meet the mandated required minutes of 15% total hour for all teachers and 50% total hours for ENL/ESL teachers. Professional Development is also given in house by qualified/certified pedagogues. All teachers who attend professional development keep a log of the Agenda and the hours given with our Pupil Accounting Secretary.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In transitioning from Elementary to Middle School, we offer a wide range of support to assist our ELL students. When students are in the 5th grade of Elementary School, we offer an Orientation Session for parents and students within our Open House Program. Here, students and parents are provided an opportunity to ask questions and meet key staff members from the school. They are provided information regarding the programs offered at the school. When they enter the school, the Assistant Principal, Dean and Guidance Counselor as well as their teachers meet within grade assemblies support students with their transition to Junior High School. Students transitioning from middle school to high school attend a variety of High School Informational Meetings with their parents. The Guidance Counselor as well as the Assistant Principal and Dean track student progress in terms of promotional criteria necessary for graduation. In addition to students, our staff members (teachers, parent coordinator, etc) are supported by school leadership and guidance counselors through monthly professional development meetings. Our Guidance Counselors are sent to a variety of professional development workshops within our network to provide training in order to assist ELLs as they transition from one school level to another.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As per CR Part 154.2 all teachers will receive 15% of total hours and 50% for bilingual/ENL of ELL Specific Professional Development in a variety of formal and informal ways according to teacher's individual needs. In addition, teachers will be encouraged to participate in training sessions offered by the Network and the Department of Office of English Language Learners as well. ELL teachers are sent to workshops both within the ELL Department, and through the Office of English Language Learners. They are then expected to turn-key this critical information with their peers. Opportunities to do so are provided through weekly and monthly meetings of the ELL Department. Inter-visitations will take place within the school so as to develop particular skills that teachers should implement into their classrooms. In addition, when necessary, visits to similar Intermediate Schools within the Network will also take place. This training is an overview of compliance mandates, background information on ELL theories, ELL methodologies, and sensitivity training. Copies of all Agendas, records, sign in sheets will be retained.

Title III ELL teachers and licensed content area teachers will be instructed in the most effective ways of meeting the needs of English Language Learners in acquiring literacy skills across all content areas: English Language Arts, Social Studies, Science and Math. Staff development will be driven by a needs based assessment, requests made by teachers as well as topics determined by the Professional Development team. Professional Development for ELL teachers and Content area teachers who teach ELLs will participate in 15% mandated hours of ELL specific Professional Developments provided by the Office of English Language Learners. In addition, Content area Network Support Specialist will conduct residencies for all teachers in differentiated instruction and Common Core Standards. All participants will analyze student data and student performance based on ELL periodic assessments, progress reports and standards based exams, and interim assessments and unit performance assessments. In addition the Math and Literacy Leaders will provide professional development for ELL teachers during their common preps. To ensure that all staff are in ELL compliance, the ELL teacher

attends a variety of Professional Development seminars and turn-keys all information to staff members.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our ELL Coordinator, Robin Horn will conduct annual individual face to face meetings through an ELL Progress Workshop. This annual Progress Workshop will focus on goals for the program, language assessment results as well as language development needs in all content areas. At all meeting there will be interpreters in the parents preferred language as well as translation on all documentations. Forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and overall culture of the school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at Hudde Junior High School.

We have an open door policy at the school, so parents know they are always welcome. Written information about classroom assignments, goals, assessments and school events are translated to the best of our ability. Robin Horn our ELL Coordinator, with the assistance of the Parent Coordinator will conduct interviews with students, parents and/or guardians

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

At Andries Hudde, monthly Parent Association meeting are also conducted. Parents are aslo given the opportunity to have their concerns addressed. A monthly calendar of meetings are provided to parents in a variety of languages. We have seen an increase of ELL parent involvement at our many school events, Parents' Association meetings and as well as parents feeling comfortable to reach out to us anytime when there is a concern they may have with their child. All agendas and sign in sheets are retained in a secure central location with the ELL Coordinator..

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We evaluate the needs of our parents both formally and informally. Formally, NYC Parent Surveys drive much of what we look to celebrate and improve at the school. Informal evaluations take place on a regular basis as parents provide feedback through venues such as the School Leadership Team meetings and Parents' Association meetings. In evaluating the needs of our parents desire tutoring, extra-curricular activities for the child and after school enrichment programs.

We work diligently to meet the needs of the parents and children by creating a variety of events throughout the year. Our goal is to build a community within Hudde and embrace a warmer and safer environment for our children and their families.

Parent involvement activities that include all our ELL families:

PA MEETINGS
SLT MEETINGS
BLOOD DRIVE
BREAST CANCER FUNDRAISER
BREAST CANCER WALK
MATH/GAME NIGHT
SCIENCE DISTRICT EXPO
LITERACY/GAME NIGHT
MULITCULTURAL NIGHT
SENIOR DANCE
8TH GRADE WINTER DANCE
SPRING ARTS FESTIVAL
SENIOR AWARD
URBAN ADVANTAGE EXPO SCIENCE TRIP
HONOR ASSEMBLY
ANTI BULLYING WORKSHOP

CYBER BULLYING/INTERNET SAFETY

PARENT SURVEYS

HIGH SCHOOL INFORMATION NIGHT

ELL NYSESLAT WORKSHOP

ALIGNING THE COMMON CORE ELA - ELL WORKSHOP

ALIGNING THE COMMON CORE MATH- ELL WORKSHOP

BREAKING NEWS ELL WORKSHOP

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

At Hudde we constantly reach out to Community Based Organizations to provide workshops to our ELL parents as well as our ELL population. Currently the following organizations are working with our ELLs: Brooklyn College, Broadway Junior, and Banking on the Future. Also our Parent Coordinator, Zoraida Clemente reaches out to many other informative and integral CBOs that offer their support through community outreach.

5. How do you evaluate the needs of the parents?

We evaluate the needs of our parents both formally and informally. Formally, NYC Parent Surveys drive much of what we look to celebrate and improve at the school. Informal evaluations take place on a regular basis as parents provide feedback through venues such as the School Leadership Team meetings and Parents' Association meetings. In evaluating the needs of our parents they desire tutoring, extra-curricular activities for the child and after school enrichment programs.

We work diligently to meet the needs of the parents and children by creating a variety of events throughout the year. Letters are sent home in the parents' preferred language. Our goal is to build a community within Hudde so to embrace a warmer and safer environment for our children, families and staff.

6. How do your parental involvement activities address the needs of the parents?

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

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

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

We evaluate the needs of our parents both formally and informally. Formally, NYC Parent Surveys drive much of what we look to celebrate and improve at the school. Informal evaluations take place on a regular basis as parents provide feedback through venues such as the School Leadership Team meetings and Parents' Association meetings. In evaluating the needs of our parents they desire tutoring, extra-curricular activities for the child and after school enrichment programs.

We work diligently to meet the needs of the parents and children by creating a variety of events throughout the year. Letters sent homes are translated using the NYCDOE Translation services. Our goal is to build a community within Hudde that embraces a warmer and safer environment for our children, families and staff.

D. Additional Information

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

please note Part C parental involvement number 2

Andries Hudde keeps all ELL documents in a secure location. Copies are also kept in the ELL coordinator's room. All records for annual individual meetings with ELL parents as well as in person meetings are kept in a secure location in the ELL coordinator's office. At all meetings there are sign in sheets and agendas.. These are also kept in a secure location. Andries Hudde We make every attempt to reach out to our ELL parents so that their needs are accomodated. All phone calls are dated and kept in a log book which is in a secure location.

School Name: **Andries Hudde**

School DBN: **22K240**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gina Votinelli	Principal		11/13/15
Denise Nopper	Assistant Principal		11/13/15
Zoraida Clemente	Parent Coordinator		11/13/15
Robin Horn, ELL Coordinator	ENL/Bilingual Teacher		11/13/15
Golda Smith, PA President	Parent		11/13/15
Joseph Roland, Math/Science	Teacher/Subject Area		11/13/15
Bushra Javed, ELA/S S	Teacher/Subject Area		11/13/15
	Coach		
	Coach		
Melida Quiroz-Hunter	School Counselor		11/13/15
Julie Bove	Superintendent		11/13/15
Natalie Hemmings-Noble	Borough Field Support Center Staff Member _____		11/13/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K240** School Name: **Andries Hudde**
Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Data collected indicates that the following 69 of students of our English Language department need to have information translated into their Native language and sent home through various variety of modes of communication:

Arabic: 2
Bengali: 2
French: 4
Haitian Creole: 23
Russian: 9
Spanish: 16
Urdu: 6
Uzbek: 2
Ukraine: 4

These findings are reported to the staff via the Principal's Newsletter and staff E-mail. Within that sharing of information was also directions on how to utilize the New York City Department of Education Translation Unit Services which is a vital component in establishing and maintaining a home/school partnership. Our ELL Coordinator, Robin Horn and our Pupil Accounting Secretary, Therese Calloggari, as well as our Parent Coordinator, Zoriada Clemente finds the need to use our Phone Translation for a wide variety of services such as , informing parents of missing vaccinaions, as well as other information need and questions that the guardian may have pertaining to their childs' education. This is all done on via a three way translation phone call. To ensure all pertinent information reaches the parents we currently began using a phone messenger service in various languages via "ROBO CALL". This is to ensure parents are aware of all school events and when they are happening.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

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

Second Language Achievement Test

Information Regarding Student Data Results are always distributed in the parents Native Language.

These forms include but not limited to:

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

E) Letters of Appeal

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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

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

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

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

Parent involvement activities that include all our ELL families:

NEWLY ENROLLED ORIENTATIONS
 INDIVIDUAL FACE TO FACE PROGRESS MEETINGS
 PA MEETINGS
 SLT MEETINGS
 HARVEST DANCE
 BLOOD DRIVE
 BREAST CANCER FUNDRAISER
 BREAST CANCER WALK
 FAMILY MATH NIGHT
 FAMILY SCIENCE NIGHT
 FAMILY LITERACY NIGHT
 MULITICULTURAL NIGHT
 SENIOR DANCE
 GAME NIGHT
 WINTER DANCE
 SPRING ARTS FESTIVAL
 SENIOR AWARD
 URBAN ADVANTAGE EXPO SCIENCE TRIP
 HONOR ASSEMBLY
 HEALTH FAIR/WORKSHOP
 ANTI BULLYING
 CYBER BULLYING/INTERNET SAFETY
 PARENT SURVEYS
 HIGH SCHOOL INFORMATION NIGHT
 MENTAL ILLNESS WORKSHOP
 SPECIAL EDUCATION WORKSHOP
 NYSESLAT WORKSHOP
 ALIGNING THE COMMON CORE ELA - ELL WORKSHOP
 ALIGNIING THE COMMON CORE MATH- ELL WORKSHOP

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school will meet identified translation need indicated in Part B by utilizing many templates offered such as school holidays, parent-teacher conferences, and other DOE notices that are available in various translations at the Translations and Interpretation Unit's intranet site <http://intranet.nycboe.net/SchoolsSupport/translation-and-interpretation-unit>. Andries Hudde JHS 240 utilizes the written Translation Unit of the New York City Department of Education for all important school wide information which needs to be conveyed to our English Language Learners and their families in their Native language. These documents include but are not limited to the following Parent Newsletters and Information Regarding the Following:

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

in the parents Native Language. These forms include but not limited to:

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

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We at Andries Hudde understand that we are ALL teachers of ELLs and it is for this reason that at the beginning of the school year all staff receive a copy of the "I speakcard which includes the phone number for over the phone translation. Also, Our Parent Coordinator Zoriada Clement along with our ELL Coordinator Robin Horn will attend any available workshops and or watch PowerPoint Web Presentations on how to use the ROBO Call Phone messenger as well as using Translation online services. The LAC will turn-key this information to all the staff that are involved. Information regarding how to use these services will also be available through T & I Brochures, Language ID Guide, and Language Palm Cards which will be distributed via email to our staff.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The mechanisms our school uses to gather feedback from our ELL Parents to ensure that they understand the availability of services and the availability of programs are through various assessments such as following but not limited to: Upon enrollment newly enrolled parent will meet with our ELL Coordinator to have parents watch the Orientation Video, as well as complete the Parent Survey and Selection Form. This forms in the parents preferred language gives the parents information to make an informed decision regarding the best program for his/her child, Also as part of assessment our ELL Coordinator will continue to monitor this information in the ELPC Screen in ATS. Along with this and Feedback from parents regarding goals, flexibility and curriculum progress our ELL Coordinator will keep

a running log to ensure that the parents needs and or concerns are being met. This will be done on an Individual Face to Face meeting as well as ELL parent workshops. To ensure that parents are accurately informed and in a timely matter Translators are available at all meetings.