

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M437

School Name:

HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES

Principal:

NANCY AMLING

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Hudson High School of Learning Technologies School Number (DBN): 02M437
Grades Served: 9, 10, 11 and 12
School Address: 351 West 18th Street New York, NY 10011
Phone Number: 212 488-3330 Fax: 212 488-3335
School Contact Person: Gary Haber Email Address: GHaber2@schools.nyc.gov
Principal: Nancy Amling
UFT Chapter Leader: Leia Petty
Parents' Association President: Terrell Mclean
SLT Chairperson: Gary Haber
Title I Parent Representative (or Parent Advisory Council Chairperson): To follow
Student Representative(s): Jonah Herren-Lock
To follow

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, NY 10010
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 917 705-5856 Fax: To follow

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)
Nancy Amling	*Principal or Designee	
Leia Petty	*UFT Chapter Leader or Designee	
Terrell Mclean	*PA/PTA President or Designated Co-President	
To follow	DC 37 Representative (staff), if applicable	
To follow	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jonah Herren-Lock	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	
Dr. Gary Haber	CSA Member	
Epifanie	UFT Member	
Amy Herren	Parent Member	
Marina Melendez	Parent Member	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

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

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

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

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

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

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

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

02M437 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	485	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				82
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	2	# Drama
				4
# Foreign Language	20	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	66.6%	% Attendance Rate	85.0%	
% Free Lunch	72.3%	% Reduced Lunch	3.9%	
% Limited English Proficient	9.1%	% Students with Disabilities	21.0%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	27.5%	
% Hispanic or Latino	59.7%	% Asian or Native Hawaiian/Pacific Islander	5.4%	
% White	5.2%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.0%	% Teaching Out of Certification (2013-14)	47.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	7.65	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	81.0%	Mathematics Performance at levels 3 & 4	57.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	77.9%	% of 2nd year students who earned 10+ credits	88.1%	
% of 3rd year students who earned 10+ credits	85.2%	4 Year Graduation Rate	90.8%	
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	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 Science (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			
Accountability Status – High 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	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	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	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
Economically Disadvantaged	YES			
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.

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

Part 2 – Annual Goal

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.

The number of students achieving a score of 65% or better on the NYSED Common Core Algebra Regents exam will increase 5% by June 2016.

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>Establishing target groups of students in need of supports based on scholarship reports</p>	<p>Continuous review of student data around scholarship identifying</p>	<p>Beginning in September and ongoing</p>	<p>Guidance Counselors, Advisors, Grade team</p>

	Sophomores, Juniors and Seniors	throughout the year	teachers and our programmer
Creating multiple access points to content, product and product.	Continuous review of student data around scholarship identifying Sophomores, Juniors and Seniors	Beginning in September and ongoing throughout the year	Special educators, coaches and instructional support teachers
Parallel teaching where there are ICT teams	Continuous review of student data around scholarship identifying Sophomores, Juniors and Seniors	Beginning in September and ongoing throughout the year	Grade teams and special educators

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.											
Extra class programmed during the day and extended day / extended week. Teacher per session. Time for educators to review data and plan supports.											
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		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.											
<u>Review data after the January Regents</u>											
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.

School-wide attendance for 2014-2015 was 82.7%. As student attendance directly correlates to student success, we believe increasing the school-wide attendance rate will enable students to receive the necessary supports to ensure academic success.

Part 2 – Annual Goal

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.

By June 2016, our school-wide attendance rate will increase 3% to 85.7%

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) <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>Tracking student attendance using Skedula and DOE resources.</p>	<p>All Students</p>	<p>Beginning in September and ongoing</p>	<p>Grade teams and Attendance Team</p>

		throughout the year	
Outreach to students and families to increase attendance	All Students	Beginning in September and ongoing throughout the year	Attendance team – includes guidance personnel, Dean, PPS secretary and school aides, Community Assistant, AP and Attendance Teacher. Use of Skedula and Blackboard
Positive Behavior Intervention Strategies (PBIS) to acknowledge those students with exemplary attendance.	Students with 88% and above attendance	Beginning in September and ongoing throughout the year	PBIS Team

Part 4 – 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.											
Online attendance tracker, DOE attendance resources , personnel to review data, conduct outreach and engage in PBIS attendance strategies. Bi-weekly Grade team meetings. Weekly attendance meetings to review data and target students. Daily outreach to families. Attendance teacher making home visits. Awards ceremony each cycle and monthly awards to exemplary attendance.											
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		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.										
<u>Review attendance data at the end of each cycle.</u>										
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.

The number of students earning 10+ credits in their 1st year was 85% in 2014-2015. This number is an indicator of progress toward graduation

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.

By June 2016, overall credit accumulation will increase 5% in 9th grade as measured by the STARS Scholarship Data.

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) 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>Establishing target groups of students in need of supports based on scholarship reports</p>	<p>Freshman class</p>	<p>At the end of each marking period</p>	<p>Grade teams, Special educators, coaches and instructional support teachers.</p>

Creating multiple access points to content, product and product.	Freshman class	Beginning in September and ongoing throughout the year	Grade teams, Special educators, coaches and instructional support teachers.
Offering after school supports and Saturday school options	Freshman class	Beginning in September and ongoing throughout the year	Grade teams and special educators

Part 4 – 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.											
Common Planning Time, Our House – afterschool tutoring, Saturday school, ICT model, CFGs and PD to support teacher practice.											
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
X	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.
Review data at the end of each marking period.
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.

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

Part 2 – Annual Goal

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.

By June 2016, all teachers will receive a minimum of four observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching; 75% of teachers will show at least one level of growth in one component area in each of the Danielson Domains.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Targeted Professional Development every Wednesday afternoon.	Teachers	Beginning in September and throughout the year.	Administrators, teachers and technology support staff. Coaches and outside facilitators.
Full day Professional Development.	Teachers	Beginning in September and	Administrators, teachers and technology support staff.

		throughout the year.	Coaches and outside facilitators.
Common planning time built into the schedule bi-weekly.	Teachers	Beginning in September and throughout the year.	Administrators, teachers and technology support staff. Coaches and outside facilitators.
Conferences, workshops and consultants providing professional development.	Teachers	Beginning in September and throughout the year.	Administrators, teachers and technology support staff. Coaches and outside facilitators.

Part 4 – 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.											
Per session for planning time, scheduling resources, fees for workshops, conferences and coaches/ consultants.											
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		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.											
We will review teacher effectiveness using the Advance system periodically throughout the year											
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

<ul style="list-style-type: none"> 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.
Only 30% of parents are utilizing our electronic grade book resources to support student progress towards graduation.

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, at least 40% of our parents will have logged onto Skedula and communicated electronically with at least one educator.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Register parents during Parent Teacher Conferences for Skedula Access</p>	<p>All Parents</p>	<p>Beginning in September and throughout the year</p>	<p>Administrators, Advisors, Support staff and technology support team.</p>

Conduct technology workshops for Title 1 Parents on resources for accessing technology.	Title 1 Parents	Beginning in September and throughout the year	Administrators, Advisors, Support staff and technology support team.
Conduct technology workshops for Title III Parents in Spanish, with translators for other languages, on accessing Skedula	Title III Parents	Beginning in September and throughout the year	Administrators, Advisors, Support staff and technology support team.
Ongoing support for parents through our Mouse squad providing private tutorials on Skedula	All Parents	Beginning in September and throughout the year	Administrators, Advisors, Support staff and technology support team.

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.											
Per session for teachers and support staff to design and facilitate workshops for parents. Take home loaner devices for parents who meet the need requirement. Refreshments for parent workshops. Snack for student volunteers.											
Part 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		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.
Examine login data throughout the year.
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)	Grade Level - Any student in 9th grade Grade Level - Any student in 10th grade Recommendation by Academic Advisor (Counselor) - 11th and 12th grade Student and/or teacher recommendation Recommendation by Academic Advisor (Counselor) - 11th and 12th grade All students	ELL certified teacher pushes in, co-teaching verbal and writing skills English Skills, Future Planning, College Readiness Targeted repeater English Our House tutoring and extra help iLearnnyc.net Drop Everything And Read to develop literacy skills	Four classes of 25-30 students each four classes of 25-30 students each small class instruction small group, one-to-one small group, one-to-one small group	At least once a week in all 9th grade ELA classes Two periods a week within school day Two periods a week within school day Four days a week after school Anywhere from 1 to 5 times a week within school day, dependent on individual student schedule Four periods a week within the school day
Mathematics	Failure of Algebra regents Teacher recommendation Student and/or teacher recommendation Recommendation by Academic Advisor (Counselor) - 11th and 12th grade	Targeted prep towards regents exam Blended learning through IXL Our House tutoring and extra help iLearnnyc.net	small class instruction one-to-one with online program small group, one-to-one small group, one-to-one	Three periods a week within school day (12th grade) or outside of the school day (10th and 11th grade) within class periods and at home Four days a week after school Anywhere from 1 to 5 times a week within school day, dependent on

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

Section 7: Title I Program Information

Directions:

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

During the course of the week:

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

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

DURING PD:

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State,

and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	256,364.00	x	9,11,17
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		9,11,17
Tax Levy (FSF)	Local	3,378,426.00		9,11,17

¹Explanation/Background:

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

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

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

- 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No

Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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) Template

[School name] , 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>Hudson High School of Learning</u>	DBN: <u>02M437</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: _____ A review of the data found in ARIS finds ELL students, particularly those in the lower high school grades, have lower Regents and MOSL scores than their non-ELL peers. Students selected to participate in the program have one or more of the following indicators: 1. Grade point average lower than 80, failing regents scores and grades lower than 75 in any subject. Twenty-five students were identified. Direct instruction will be provided via a program named Academic Language for Regents: Specialized Regents Prep for ELLs. Two certified ESL teachers, two content area teachers and 15-25 students will be present for each 1 hour hour sessions after school Tuesdays and Thursdays, and 2 hours on Saturdays for two weeks in December 2014, two weeks in January, two weeks in April, three weeks in May and two weeks in June 2015. The program will run from 3:35 pm to 4:35pm on Tuesdays, and Thursdays and 10:00am - 12:00pm on Saturdays. Supplemental materials including but not limited to electronic translators, supplemental text books and glossaries will be provided to each of the participating students. The rationale for the direct instruction program is to provide needed academic support to those students identified as ELLs. All instruction will be provide in the English language.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
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 02	Borough Manhattan	School Number 437
School Name Hudson Hs School of Learning Technologie		

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 Nancy Amling	Assistant Principal Gary Haber, Walter Brown
Coach Kate Spence- Ado	Coach
ENL (English as a New Language)/Bilingual Teacher Franklin Santana/ENL	School Counselor Leia Petty
Teacher/Subject Area Halley Anne Curtis/English	Parent Maria Zhinin
Teacher/Subject Area Tom Hendricks/History	Parent Coordinator Terrell McLean, Sr.
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Marisol Bradbury	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	3
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)	519	Total number of ELLs	49	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" 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	49	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	19
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	21

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	13	2	2	15	5	3	21	1	14	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	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										16	9	8	4	0
Chinese										0	0	1		0
Russian										0	0	0		0
Bengali										0	0	0		0
Urdu										0	0	0		0
Arabic										0	0	0		0
Haitian										0	0	0	1	0
French										4	0	0	1	0
Korean										0	0	0		0
Punjabi										0	0	0		0
Polish										0	0	0		0
Albanian										0	0	0		0
Other										2	2	0	1	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)										3				0
Emerging (Low Intermediate)													1	0
Transitioning (High Intermediate)										5	2	2	2	0
Expanding (Advanced)										10	6	4	4	0
Commanding (Proficient)										5	3	4	2	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										3	1	5	4	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	17	5	0	0	0
NYSAA					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									0
7									0
8	15		7		0		1		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	4		14		3				0
NYSAA Bilingual (SWD)									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	9		1	
Integrated Algebra/CC Algebra	11		2	
Geometry/CC Algebra	4		0	
Algebra 2/Trigonometry	0		0	
Math <u>Algebra</u>	24		2	
Chemistry	1		1	
Earth Science	0		0	
Living Environment	12		1	
Physics	0		0	

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	19		1	
Geography	0		0	
US History and Government	10		1	
LOTE	0		0	
Government	0		0	
Other _____	0		0	
Other _____	0		0	
NYSAA ELA	0			
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:

- 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.
 During the 2015-2016 school year, all ELL students at Hudson High School of Learning Technologies are being administered the Fountas and Pinnell Running Record. The data thus far indicates that the majority of the ELL population have between a third and fourth grade independent reading grade equivalency. Additionally, the ELLs uniformly received their lowest scores in the comprehension conversation area, which includes skills such as identifying details and making inferences. In response to these scores, respective grade level teams will work on developing a cross-curricular instructional protocol for making inferences and identifying key ideas in readings. They will use this data to inform their instruction. Teachers will explicitly focus on modeling and assessing inference in all subject areas. At grade level team meetings, teachers from all disciplines will examine work from ELLs, to assess progress in making inferences and comprehension skills. Students will be assessed periodically to monitor progress and determine efficacy of protocol. Teachers will form small groups based on reading levels and progress of skill attainment. Additionally, the lowest 1/3 of students will be invited to attend after school reading sessions for extra support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After a review of the 2014-2015 NYSESLAT scores, it was noted that school-wide, the majority of ELLs score advanced on the speaking modality. For students at the intermediate and advanced levels, the lowest modality scores were typically in the listening or writing sections this past school year. The beginning ELLs received their lowest scores on the writing modality. After a review of the 2014-2015 NYSITELL scores, the majority of our students have tested out or scored at expanding level. For those scoring at expanding level the lowest modality was writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Information derived from the AMAO tool helps us to focus on attaining proficiency for specific subgroups of ELLs. The majority of our ELLs are expanding. Based on the data compiled in the AMAO, it is suggested that a strong writing intervention program be put in place in order for our Expanding ELLs to achieve proficiency. That being said, our expanding ELLs are invited to stay after school during Our House, a program designed to provide student support in academic areas. Additionally, Title III funds are used to

provide targeted instruction for specific ELLs (in this case, Expanding ELLs) where writing instruction takes precedence. Finally, during push-in/pull-out session ESL providers form small groups for intensive writing support.

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 majority of the ELL population identifies as English dominant and requests to take all state exams in English. The pass rates for the ELL population on Regents remain lower than the overall pass rates for the school, most closely approaching overall pass rates on U.S. History. The largest discrepancy in pass rates between ELLs and non-ELLs is in English and Global History. Only ELLs classified as Advanced passed Regents exams or earned above a Level 2 on state exams.
 - b. ELL Periodic Assessments will be used during the 2015-2016 school year to assess progress from the 2014-2015 NYSESLAT scores. The ESL teacher will use the data to inform on the efficacy of the altered ESL curriculum.
 - c. The school assesses progress in various modalities based on the Periodic Assessments. Spanish-speaking students are enrolled in a Spanish Language and Culture class to emphasize native language literacy.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [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?

The ESL teacher uses current research in the field of Second Language Acquisition to help classify the needs of ELLs in their various stages of development. As mentioned above, the majority of the ELL population has mastered BICS according to the anticipated acquisition period of 2 years. Based on assessment, the language needs of the students lie in developing specific academic language, and the curriculum is adjusted to focus on these skills. The ESL teacher additionally works with subject area teachers to make academic language instruction explicit and consistent for the continued language development of ELLs in all subject areas. Teachers of newcomers make instructional decisions based on NYSESLAT data and students needs. Every child learns at a different pace. Therefore, teachers use different instructional approaches with students that come from different backgrounds and, as well as, strategies to reach those students. The use of explicit instruction, scaffolding and differentiation is an integral part when it comes to making instructional decisions. Teachers form groups based on students levels and needs. The use of visuals, vocabulary, questioning and student discourse is a pivotal part in the teachers planning. The teachers work collaboratively to adjust and revise the curriculum in order to provide multiple entry points for ELLs.
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).

The success of the ESL program is evaluated based on formative and summative assessments throughout the year in the ESL class as well as parent's feedback. Additionally, grade teams work with the ESL teacher to ensure that ELLs have the language tools to perform on the same level as their peers in subject areas. When analyzing data we measure the amount of progress made by our ELLs overall compared to our non-ELLs. In addition, Administrators and teacher teams analyze formative assessment to monitor the effectiveness of our program implementation and students language development. Moreso, the team will analyze the results of the NYSESLAT (AMAO 1 and 2) to indentify if ELL's are making progress and in the process of exiting the program. For the ELLs who are not making progress, we will analyze the specific area of struggles and design activities with skills that allow them to practice and master that specific area. Culminating AYP is assessed based on the NYSESLAT; the scores are used to assess overall language development for each student as well as improvement in individual modalities.

Part IV: ELL Identification Process

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

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 stages followed for the initial identification process of identifying students that may be ELLs includes administering the Home Language Identification Survey. During the registration process, parents receive a package which includes a Home Language Survey from the Pupil Accounting Secretary. They give the parent(s) a brief orientation around completing the form and provide any needed support. This must be completed with the assistance of a pedagogue. Therefore, Mr. Franklin Santana, the ELLs Compliance Coordinator who is an ENL certified teacher and Mr. Emmanuel Blackett, the school counselor who holds a valid teaching license conduct the screening process. Mr. Santana conducts the informal oral interview to determine the student's home language. The interview is conducted in a language the parents understand. In the event we have parents who speak any language other than English or Spanish, the school will facilitate the parent(s) with a translator. The Home Language Identification Survey (HLIS) is completed, the OTELE is determined and signed by the parent and Mr. Santana, ELL Coordinator. The general guideline determining if a student may be eligible for an educational bilingual program is based upon the responses to the questions on the HLIS. The original HLIS is then placed in the student's cumulative record folder, and a copy is kept in a binder in the ELL Coordinator's office. If indeed the student is a possible ELL based on the outcome of the screening, the student is administered the NYSITELL Assessment within 10 days of the student's enrollment. The results of the NYSITELL determine if the student is an English Language Learner, entitled or not. If the result of NYSITELL identifies that a student is an English Language Learner (ELL) an entitlement letter is sent home. Parents are invited to an orientation via the entitlement letter. This orientation provides parents with information that will help parents make an informed decision, when choosing a language program, that best addresses the needs of their children or best suits the parents' language goals for their child(ren). Furthermore, if the student doesn't pass the NYSITELL, the Spanish LAB is administered. The result of the Spanish LAB is used to support school's instructional planning for ESL/bilingual services if necessary.

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).

SIFE status is determined when the Home Language Identification Survey is completed and the parent is asked to indicate prior schooling of the child. If there are indications within the Identification Process that a student has had an interruption or inconsistency in their formal schooling, we then proceed with the SIFE Identification Process for students who are Newly identified ELLs. Hudson High School incorporates the Oral Interview Questionnaire to determine if an ELL has had a gap of two or more years in their formal schooling. The questionnaire gives us a better understanding of a potential SIFE, as it has many questions related to literacy and language practices. If a gap of two or more years is determined Hudson administers the literacy evaluation for newcomer SIFE (LENS) to determine SIFE status. Once SIFE determination has been confirmed, we indicate SIFE status no later than 30 days from initial enrollment on the BNDC screen on the DOE's data collections systems.
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).

According to the CR PART 154, NYSITELL eligibility for newly enrolled students with IEPs must be determined by the Language Proficiency Team (LPT). The principal has the LPT (comprised of ESL teacher, Special Education teacher and Related Service providers) The LPT is comprised of Nancy Amling (principal) Doctor Haber (Assistant principal), Franklin Santana (ENL coordinator), Halley Curtis Anne and Tom Hendricks (Certified ENL teachers) Ruth Groebner (Learning Specialist) within 20 days of enrollment, the team determines the student's eligibility for the NYSITELL. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee). During the LPT meetings a qualified translator is present to ensure clear understanding of the information (if needed). These procedures for initial entry into the school or reentry after 2 years are adhered to. Parents are notified of the decision within 3 days in their preferred language. In making this determination, the team gathers evidence of the student's English language development, which includes a review of the student's history of language use in the school and at home, the results of individual evaluation conducted in accordance with procedure in the CR PART 154 regulations that mandate assessments administered in the student's home language and any additional data provided by the school base support team as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the (LPT) team makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Upon careful review of the data, the team identifies that the student may have English language acquisition needs which in turn the student must take the NYSITELL.
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 the NYSITELL answer documents have been scanned, the RLCB ATS report is analyzed to determine the proficiency level of each student that has been tested. The students that scored at the commanding level, the ELL Coordinator sends the non-entitlement letter to the parents in their preferred language. The students that scored at the entering, emerging, transitioning and expanding levels, the ELL Coordinator sends entitlement letter to the parents. These parent notifications are sent within five school days after the ELL status has been determined, letting the parents know the results and that they have the right to appeal the ELL status within forty five days of enrollment.

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).
Once the parent notification letters (all parental letters are sent in parents preferred language) are sent out and they receive results, in the same letter our school lets them know that they have 45 days to appeal the decision. All letters sent out are scanned as proof of it being sent out. All letters that are returned are copied and filed in a cabinet in Mr. Santana's office (room 143).
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.
At this time, Hudson High School of Learning Technologies does not have the required amount of students in any grade that share a native language and therefore does not offer a Bilingual Program option. Parents are informed during orientation of the various program models and if they desire their student to be enrolled in a program other than Freestanding ESL, Mr. Santana who is a certified ENL teacher describes the transfer option which would allow a student to attend a school with a suitable program. Translation services are available at the orientation as well as for phone conversations. It is also explained to parents if the letter is not returned the default setting is Bilingual. If in the event a TBE/DL program opens up a letter in their preferred language will be sent out to parents.
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.
The school ensures that entitlement letters are sent home to parents. Entitlement letters are sent home in both English and the child's home language, offering the parents the opportunity to come and ask questions regarding its content. Entitlement letter copies are scanned and kept in a digital binder. The parents return the completed Parent Survey and Program Selection Form within five school calendar days. For parents who does not return the survey, we contact those parents via telephone calls made by the Pupil Accounting secretary Epifanie Medina and compliance coordinator, certified ENL teacher, Mr. Santana. In the event all outreach fails, e.g.the forms are not returned, students are placed in our Freestanding English as a Second Language program.
After the parents watch the Parent Orientation Video explaining the three different programs for ELLs available in New York City, our school provides the parents with the Parent Surveys and Program Selection Forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Hudson High School makes every effort to ensure that parents complete the Parents Survey and Program Selection Form. If the survey and parent selection form have not been completed and returned, the ELL Cordinator Mr. Franklin Santana and pupil personnel services secretary, Epifanie Medina maintain records of the attempts to reach the parents. While waiting for a parent to complete the form, we place the student in a ESL setting and ENL services are provided based on the student's proficiency level.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined, the ELL coordinator, Franklin Santana sends parents a placement letter indicating the program in which their child has been placed. Letters are sent to parents in the preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documents are kept in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer. In addition, we maintain an ELL compliance binder of all the important documents in the ENL Coordinators office (rm 143) for access upon request.
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.
A school wide NYSESLAT memorandum and a school administrator's manual are reviewed by the ESL teachers and ELL Coordinator, Franklin Santana. Students with IEP's are carefully reviewed to ensure that the appropriate accomodations are provided and former ELL's are identified to ensure testing allocation tine.The ESL teacher, Franklin Santana, works with the school Testing Coordinator to implement and execute a plan for NYSESLAT administration. The tests are ordered according to the number of students in each grade before the deadline and are stored in room 143 in a locked cabinet. The Speaking portion of the test is administered to each student individually by the ENL teacher, Mr. Santana and Halley Curtis or Tom Hendricks, ENL teachers as well beginning after the April start date. The Listening, Reading, and Writing portions of the exam are each scheduled for a separate day near the beginning of the administration window. Students take the test in an appropriate environment and the test is proctored by school staff. Prior to the initial testing day, the ESL teacher mails a letter home detailing the testing schedule and includes information about the NYSESLAT itself. All materials are mailed to parents in their preferred language. If students are not present the day a particular portion of the exam is administered, they are scheduled to attend a make-up test day and information is once again sent home to the parent. If a student misses the official make-up day, they may take the test any day they attend school before the close of the testing window. In this case, the test is proctored by school staff in an appropriate testing location. After the scoring materials are delivered to the school, the ESL teacher trains four other teachers from the school in scoring procedures using sample materials. After norming, the

scoring team scores the Speaking and Writing portions of the exam. All materials are returned to the borough office by the deadline.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL Coordinator, Franklin Santana, ensures that continued entitlement and transitional support parent notification letters are distributed, by utilizing the computerized letters available online (DOE website) before the beginning of the school year but no later than September 15 of the academic year in which the student is no longer entitled. All letters are sent in the parents native language.
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).

The majority of students entering the school have come from other NYC DOE schools and have been enrolled in an ESL program in accordance with their program selection preference. At this time, we do not have the minimum amount required of students to open a bilingual or dual language program. The numbers and program selection preferences are under continuous review by school staff, and should our enrollment numbers exceed 20 students per grade who share a native language, the possibility of establishing an additional program to meet the needs of our students would be explored with parents and administration. The programs offered are Bilingual Education, Dual Language and ESL.

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.
The ESL teacher primarily provides intergrated instruction to subject area classes whereby offering additional literacy support. Additionally, the stand alone model is used sporadically to ensure that all ELL hours are complete. Teachers at the school who have an ESL license employ strategies for enhancing language development in their particular subject area and consult with other teachers on their teams to build such strategies into each subject. ENL Strategies are used through the modalities of listening, speaking, reading and writing. Teacher's use a variety of instructional approaches. These include the use of visuals, manipulatives, explicit modeling, repetition and the use of artifacts. In addition, other activities are also used to meet the needs of our ELL's. This include: close reading, focused reading, reading or language analysis, skills, conventions, independent writing practice and group discussions. The students are encouraged to apply organizational techniques and employ vocabulary in all subject area classes, with the ESL teacher making specific recommendations of how to use skills based on an awareness of the content of each of the subject area classes.
 - 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)?
In collaboration with the school administration, teachers review NYSESLAT and NYSITELL data for students in each class to ensure that the language of instruction is properly distributed within the daily instructional program. The data tells us which students fall into the entering, emerging, transitioning and expanding categories. The majority of our students fall within the expanding area. The ESL teacher provides the mandated minutes to the majority of students through the push in/pull out model. Additionally, other staff members with ESL licenses reinforce language development through specific modifications in their subject areas. ESL teacher works closely with the school programmer and personally oversees the development of each ELL's schedule to ensure that the maximum level of support possible is provided to each student. The teacher and administrators are familiar with the minutes requirements in CR Part 154

and use this knowledge to guide schedule creation.

3. Describe how 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.

In the Freestanding ESL program, all content instruction is delivered in English. All teachers employ visuals and modeling to support verbal and written input and reinforce content understanding for language learners. Each grade team at the school also focuses on a particular set of academic vocabulary across subject areas to ensure that ELLs are developing an in-depth toolbox for academic writing. The ESL teacher consults with all subject area teachers to make recommendations for enhancing content specific vocabulary instruction and providing comprehensible input to all students. As such, students are developing the language required for the complex argumentation and reasoning skills required in the CCLS. Materials used to support instruction are technology, dictionaries, electronic translators.

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

At this time the school does not offer NLS for all ELLs as there is no Bilingual program. Students who speak Spanish are enrolled in Spanish language and culture classes taught by native speakers who assess their needs and develop literacy skills in Spanish.

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

Throughout the year, the ESL teacher uses formative and summative assessments targeted at gathering data in each modality. Also, running records will be used to monitor and measure progress made throughout they year in the reading and writing modalities. Additionally, the ELL Periodic Assessments will be used as a formal progress measure for speaking and listening. Additionally, in the ENL classroom teachers use visuals and prepare listening activities to assess students in these modalities. Finally, the ESL teacher closely analyzes the results of the NYSESLAT in relationship to scores from previous years to assess student progress.

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

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

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

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

e. Former ELLs are placed in sections with current ELLs and general education students so that they continue to receive 2 years of additional focused language support in subject area classes.

f. All ELLs and Former ELLs receive extended time for all exams including State and Local.

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.

At the present time we do not have any students re-identified as ELL or non-ELL. However, if we do have a student who is approved for a re-identification appeal, the school will make sure the student's academic progress would not be interrupted by the re-identification process by ensuring that the student receives the needed support/services (as per CR Part 154). Upon receipt of a written request from parent or guardian, teacher or student of age 18 years old or older, the school initiates the review of the ELL status determination within 10 days. The school reviews all documents related to the initial process, Hudson also reviews classwork in English and other language. We then administer the NYSITEL and determine the student's abilities in listening, speaking, reading and writing. The ENL teacher, Mr. Santana, assumes the responsibility for assessing and proposing the recommendation to the principal. The principal then makes a decision and monitors the student after 6 months to ensure proper placement has been employed. In addition, teachers will also make the needed accommodations to make the child feel welcomed and comfortable, in order to make this a smooth transition. Also, teachers will collaborate and discuss what the child has already learned and will share student work and any additional information to support the student's learning process. Moreover, the parent will also be able to meet with any new teachers during parent communication on Tuesday afternoons.

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?

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

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?

ELL-SWDs travel in sections with general education students and learn in classrooms where a learning specialist supports the work of the content teacher. Our SWD's teacher's modify and differentiate lessons based on student's need. Some of the things that teachers use to help ELL-SWD's are changing the way materials and classroom activities are presented: such as: instructional approaches, differentiation, scaffolds, manipulatives, hands-on, group work, exploring and incorporating flexible programming into the student's IEP in order for the student to experience a more restrictive learning environment. For example, a student in a self-contained special education class can have a program recommendation to receive SETSS in a general education classroom during instructional periods. Lessons are planned using the Common Core Standards with modifications to meet each of the student's academic needs and IEP goals.

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.

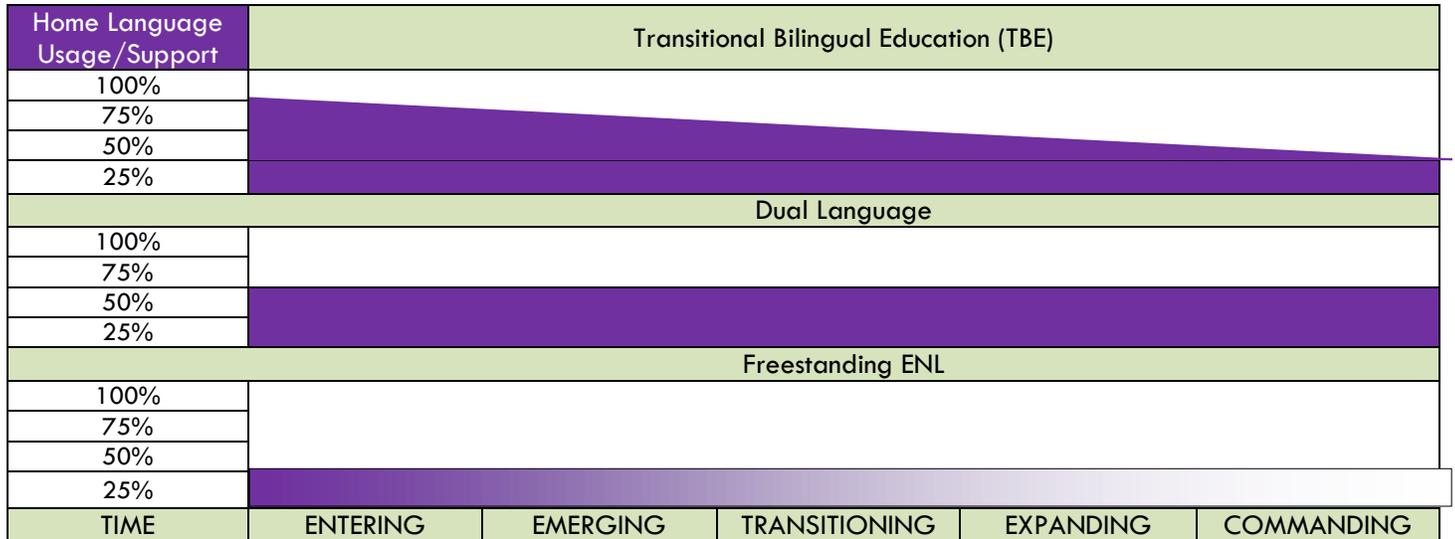


*Note “other approved services” does not apply to New York City at this time.

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. In each content area at the school, ELLs have the opportunity to attend after-school sessions for more in-depth learning in the subject. Students at all proficiency levels may be recommended for these sessions based on their exhibited mastery level in the subject area. During these sessions, both a content teacher and learning specialist is available to work with students in a small setting and offer targeted practice and supports to enhance classroom learning. These services are offered in English. Additionally, ELLs may be recommended for weekly appointments with a speech pathologist. Based on her assessment of the needs of each student, the speech pathologist works on skills ranging from verbal reading fluency to vocabulary and comprehension. These services are also offered in English. Additionally, students receive extra support during Our House, an after-school program used to support students in all ELA, Math, Science and Social Studies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program effectively advances ELLs to higher proficiency levels, as shown by the previous year's NYSESLAT scores. ELLs travel with general education students and receive content instruction appropriate for their grade level in classes that focus on the CCLS, this includes ELA, Math, Science and Social Studies. In these classes, ELLs show understanding through a variety of modalities, using targeted language supports when appropriate. The discrete ESL class provides the academic language foundation necessary for students to produce writing appropriate for their level. In the coming first graduating class, ELLs are on target to graduate at the same rate as their non-ELL peers. All ELLs are grouped by section for each grade level, this allows the ESL teacher to push-in and provided scaffolded instructions that are aligned to the needs of the students present in class.
12. What new programs or improvements will be considered for the upcoming school year?
During the 2015-2016, we are considering the implementation of Powerspeak digital content to enhance instructional practice. Also, we will primary use push in model as a means of instruction for all our ELLs. During the integrated English a New Language model, the ENL teacher will bring scaffolded activities in to all content areas (ELA, Math, Science and Social Studies) such as visuals, games and other activities that will allow studnets to develop and internalize the concept and vocabulary being taught in the classroom. Lessons and objectives will be developed and differentiated to meet the needs of the ELLs. Additionally, a licensed ESL teacher who currently focuses on teaching Spanish Language and Culture will move more toward a teaching role that specifically supports ELLs. As a native Spanish speaker, this teacher's role will include a needed focus on native language supports for Spanish speaking ELLs, the majority of our ELL population. We are working to develop a native language literacy course for these students that will focus more specifically on their academic language needs in Spanish, thereby bolstering their language development through addressing the Common Underlying Proficiency (CUP).
13. What programs/services for ELLs will be discontinued and why?
We have found the push in program to be very successful. Pull out model will not necesseary be discontinued but limited to certain amount of students depending on their NYSESLAT level. Additionally, only students who are classified as beginning, emerging and transitioning will be considered for the after school program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have access to the same courses, extra-curricular activities, and support services as the non-ELL population at the school. ELLs have the option of joining school programs and teams such as MOUSE Squad, after schools clubs. They are given written and oral invitations based on the recommendation of their teacher. If recommended by a teacher, ELLs also attend the aforementioned subject-specific after school programs to enhance their learning in a particular content area.
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.
Hudson High School of Learning Technologies is a 1:1 school; each student has a personal laptop during school hours that they carry with them to all classes. The computers allow teachers to offer lessons with multiple access points by taking advantage of the rich visual, auditory and textual resources that may be compiled into a digital source. Student output may also be differentiated; ELLs have multiple modalities for expressing content mastery using the laptops. Each classroom at the school also has a word wall that includes content specific vocabulary as well as the general academic vocabulary, a uniform list agreed upon by each grade team for each unit cycle. Additional support materials included posters, electronic dictionaries, radios and leveled literature.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our ESL program, students and parents always have access to translations services should they require them for communication. Additionally, Spanish-speaking ELLs may take a Spanish Language and Culture class to build native language skills.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
As described in other portions of the plan, the ESL teacher targets academic language skills appropriate for reading and writing at the high school level detailed in the CCLS. For beginners and lower intermediate students, the expanded minutes requirements allow for added lessons in basic communication skills and for further differentiation in content lessons (appropriately leveled

vocabulary lists and expanded visual resources). For ELL SWDs we provide hands-on differentiated activities in ELA, Math, Science and Social Studies.

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).

ELLs new to the DOE have the opportunity to attend an ESL specific orientation with their parents. ELLs also are invited to the school-wide new students orientation. The ESL teacher describes the program to all entering parents and students at the orientation and is available to meet individually with new admits to discuss the program. ELLs that enroll throughout the year meet with the ESL teacher and the teacher hosts a specific mini-orientation with the parents to familiarize the family with the program. Additionally before the start of the new school year, all new students including ELLs were invited to participate in a big celebration called Extravaganza, which allowed students to meet each of the teachers and ask questions and celebration with food, music and games.

19. What language electives are offered to ELLs?

ELLs may take Spanish or Spanish Language and Culture as a part of their LOTE requirement for graduation. The ESL services are largely delivered during an academic language elective period. Additionally, students who are interested in receiving an advanced diploma have to the opportunity to enroll in one of the Spanish courses that prepare them to be successful on the exam.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. 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 teaching staff at Hudson High School provides instruction to ELLs in the various content area classes or electives, professional development is offered by the ESL teacher during grade level meetings and whole-staff PDs. For 2015-2016 the ESL teacher will facilitate a series of workshops where the focus of the PDs will be "Planning with Language in Mind." This professional development will begin with a self evaluation survey about how comfortable teachers feel with supporting ELLs in their classrooms. Participants will then take a deep dive into NYSESLAT and NYSITEL data where they will become familiar with the new ELL English Proficiency Levels, as well as look for trends in said data. This data analysis will lead teachers down a path of inquiry where formative assessments are the catalyst for informing instruction. With each subsequent professional development teachers will get a chance to understand the four language modalities (Speaking, Listening, Reading and Writing), with particular emphasis on Writing (lowest performance modality for our ELLs). The ESL teacher also consults individually with teachers less familiar with language teaching to guide the production of appropriate materials and scaffolds for ELLs.
2. 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?

The whole-staff PDs described above are partially driven by the CCLS Language Standards. All teachers at the school must consider how to make vocabulary instruction a continuous focus in their classrooms to ensure that ELLs have the language tools necessary to both understand input and produce output at a level appropriate for their grade. Hudson High School of Learning Technologies has a dedicated whole-staff PD once weekly for a total of 1.5 hours. The ESL teacher leads the series of trainings described earlier in this section over the course of the school year during these sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ESL teacher works with the 9th grade team to build models and frames for writing and speaking that will guide ELLs in producing appropriate output at the high school level. These scaffolds are slowly removed over the course of the freshman year as students internalize appropriate phrases and organizational strategies for producing high school level speaking and writing pieces. Students are invited an school-wide orientation/welcoming celebration where they get the chance to meet the entire staff. Additionally, there is one week of Advisory, where students work together with teachers to have discussions about the school and voice any concerns they may have. The guidance counselors play a huge role as work with students in assimilating this new experience.
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.

Teachers meet twice a week during grade team meetings. In addition, Hudson High School of Learning Technologies has a dedicated whole-staff PD once weekly for a total of 1.5 hours. Records of meetings and professional development hours are kept via agendas and attendance sheets.

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?

Throughout the course of the year, the ENL teacher schedules appointments with parents to discuss goals of program, language development progress, language proficiency assessments results, and language development needs in the content areas. If parents are not available for in-person conversations, ENL teacher conducts phone conferences. Translation services are offered. Individuals records are placed in binders located at the ELL coordinator's office.

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.

Parents of ELLs are invited to PTA meetings as well as three open forums led by the principal intended to learn about parent needs. Translation services are available at each of these events. Additionally, parents of ELLs are invited to our ESL adult English classes. The classes are intended to familiarize parents with the ESL staff and school environment while simultaneously providing a service to support their own language development.

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

We have recently partnered the Division of Instructional and Information Technology (NYCDOE DIIT). As part of this partnership, Hudson HSLT provides a number of parents of enrolled students with a digital device and Internet connectivity. At least half of these parents are to be parents of ELLs or former ELLs. The project is intended to give parents access to the school's digital platforms and better connect parents with the efforts of the school to engage with technology in the modern world.

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

Hudson High School will analyze the school's Parent Environmental Survey. We will identify various areas in which parents expressed concerns. Based on these needs workshops will be classified in accordance to students' needs. For example, parents of ELLs will be invited to workshops about resources in the community such as library, immigration services, and community agencies. In addition, other areas will be addressed through workshops, planned and organized by the schools PTA and Parent Coordinator. Another survey will go out to all parents in March that will be evaluated and used to plan additional workshops and events for parents in our school. ENL teacher reaches out to parents and discusses any concerns they may have.

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

Hudson High School recognizes that in order to meet the diverse needs of our students and families in this community, the role of the school has to expand beyond traditional definitions of teaching and education. We will initiate computer workshops that will teach our parents basic computer skills and will allow them to learn more about computer usage and benefits. Based on the fact that a significant percent of our parents are immigrants from Latin American countries, it is of particular interest to us to educate them in the areas that will increase their involvement in school functions as well as teach them everyday fundamentals to succeed in everyday life. For example English classes to ELL parents.

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.

The ESL program at Hudson High School of Learning Technologies has been developed in response to data which indicates that the majority of our ELLs have mastered basic communication skills but require further language development to participate at grade level in academic contexts. With our targeted academic language approach, we were able to improve the proficiency of almost all students in the 2014-2015 school year. The academic language teaching approaches at Hudson are discussed by the entire staff and employed in every classroom as we seek to provide ELLs frameworks for developing language in general education environments. ELLs are able to actively use strategies and vocabulary covered in their ESL course across the content areas where they learn with non-ELLs and former ELLs in heterogeneous classrooms.

School Name: Hudson HS of Learning Technolo		School DBN: 02M437	
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)
Nancy Amling	Principal		10/30/15
Gary Haber	Assistant Principal		10/30/15
Terrel Mclean, Sr.	Parent Coordinator		10/30/15
Franklin Santana	ENL/Bilingual Teacher		10/30/15
Maria Zhinin	Parent		10/30/15
Halley Anne Curtis/English/ESL	Teacher/Subject Area		10/30/15
Tom Hendricks Global/History	Teacher/Subject Area		10/30/15
Kate Spence-Ado	Coach		10/30/15
	Coach		1/1/01
Leia Petty	School Counselor		10/30/15
Marisol Bradbury	Superintendent		10/30/01
Hong Ying Shen	Borough Field Support Center Staff Member		10/30/01
Epifanie Medina	Other <u>Pupil Secretary</u>		10/30/15
Emmanuel Blackett	Other <u>Social Worker</u>		10/30/15
Ruth Groebner	Other <u>Learning Specialist</u>		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M437** School Name: **Hudson HS of Learning Technologies**
Superintendent: **Marisol Bradbur**

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.

The data and methodologies used to assess our school's written translation and oral interpretation is as follows:

During the ELL identification process the Home Language Identification Survey (HLIS). This includes an interview with the student and parent to determine the home language.

-Parents fill out the language preference form indicating language preferences.

- Home Language report (RHLA) is reviewed to identify the different languages within the school.

-The increase in the number of students and families that are Spanish speaking such as newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish.

-Additional ways of collect data includes ATS reports of preferred languages, blue card data, parent surveys, teacher survey.

-As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs- this includes:

Regular and timely provision of translated documents through existing resources within the school or the Translation and Interpretation Unit. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. The budgetary and staffing resources are used to fulfill those needs in compliance with the notification requirements in Section VII of Chancellor's Regulation- A-663.

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.

A significant percentage of students are from Spanish speaking households. Through the language preference forms parents have indicated that there is a need to provide language assistance (translation and interpretation services). We also have French, Haitian Creole, Chinese, and Fulani, Wolof, and Vietnamese speaking families. In order to help our families we ensure that information is offered in their home language. The findings are reported to the school community through parent meetings/ workshops and School Leadership Team Meetings, at the time in which parents fill out a Language Preference Form.

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.)

All school generated documents are in the preferred language of the parent/guardian and translate. NYCDOE documents are downloaded in all covered languages and sent home to parents. To ensure that parents are supported in a timely and productive manner, at the time of enrollment parents/guardian are asked to complete a document that records their preferred language of communication, both written and oral. Written services in their preferred language will ensure that parents have accessibility to the following information and workshops:

- Letters indicating student ELL status and placement
- Parent Teacher Association notices
- Letters for Parent Teacher Conferences
- Letters for workshops, flyers, and hand-outs
- Calendars, Newsletters, any information pertaining to testing, overview of school curriculum.
- Letters specifying information about workshops (e.g. Common Core Learning Standards, etc.)

In the event that there is no pre-populated translation on the DOE website, or any pedagogue or parent volunteer who is proficient in a parent's preferred language, the office of Translation Services will be notified to provide assistance.

Some of the the dates Hudson is planning to disseminate parent -facing documents and submit translation requests are as follow: September 30: family night, November 19/20 parent-teacher conferences. March 7/8 parent-teacher conferences

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.

Formal face- to-face meetings with parents/guardian that take place throughtout the school year are:
-Parent Orientation- Beginning of the school year- September

Family Day - September
Parent Teacher Open House - October
- Parent Teacher Conferences- 3 times a year- Nov, March & June.
-On-going IEP's Meetings- These meeting occur throughtout the school year.

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 has designated bilingual pedagogues, family workers, ELL Coordinator and the parent coordinator to assist in the oral translation of assisting faculty members in their communication with parents who indicate a preferred language other than English. Additionally, Hudson will make use of all templates available on the intranet for school holidays, parent-teacher conferences and other DOE notices. In the event that a parent's preferred language is not a language in which any pedagogue or staff member expresses proficiency, parents are provided with the option of having an adult family member accompany them to one-to-one meetings and/or workshops. In the event that the school cannot provide adequate translation services the Office of Translation Services is contacted.

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.

Our interpretation needs are met through the support of designated bilingual pedagogues. In the event that the school cannot provide adequate translation services the Office of Translation Services is contacted. The DOE contracted vendor The Big Word is used for all major parent events.

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.)

The school designated Language Access Coordinator (LAC) provides staff members with all details pertaining to translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Each classroom displays a Language Identification Guide to better assist parents/guardian. Additionally, professional development session will be scheduled exclusively on translation and interpretation services.

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

Notification requirements are displayed visibly at the entrance of the school. Additionally, volunteers who speak different languages are placed in the main lobby in order to assist parents. The Language Identification Guide and Inf Card on interpretation Services are distributed to staff including security at the front desk. Additionally, all notification documents will be downloaded from the intranet.

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 that we use to gather feedback from the parents includes the school parent survey, As per the recommendation, a focus group of parents inclusive of all cultures and languages will be schedule to represent Hudson and gather feedback.