



**HILLCREST HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: HILLCREST HIGH SCHOOL DISTRICT: **28Q505****

**ADDRESS: 160-05 HIGHLAND AVENUE, JAMAICA ESTATES, NY 11432**

**TELEPHONE: 718-658-5407**

**FAX: 718-739-5137**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q505      **SCHOOL NAME:** Hillcrest High School

**SCHOOL ADDRESS:** 160-05 Highland Avenue, Jamaica Estates, New York 11432

**SCHOOL TELEPHONE:** (718) 658-5407      **FAX:** (718) 739-5137

**SCHOOL CONTACT PERSON:** Stephen Duch, Principal      **EMAIL ADDRESS:** SMDUCH@SCHOOLS.NYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Pezone/Thompson

**PRINCIPAL:** Stephen M. Duch

**UFT CHAPTER LEADER:** Ernest Pezone

**PARENTS' ASSOCIATION PRESIDENT:** Audrey Brown

**STUDENT REPRESENTATIVE:** Natalia Dominguez  
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 28Q505      **SSO NAME:** New Visions

**SSO NETWORK LEADER:** Brad Haggerty / Derek Smith

**SUPERINTENDENT:** Francesca Pena

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Stephen M. Duch	*Principal/Faculty	
Ernest Pezone	*UFT Chapter Co-Chairperson/Faculty	
Ronald Thompson	UFT Co-Chairperson/Teacher	
David Morrison	Member, CSA	
Manolo D.	Member, UFT	
Lavonia Frieano	Member, UFT	
Marvett Burke	Member, Parent	
Rawlins Simon	Member, Parent	
Shellyann Vassell	Member, Parent	
Stanley Hill	Member, Student	
Cindy Darhauth	Member, Student	
Natalia Dominguez	Member, Student	
Natalis Paschell	Member/Parent	
Veronica Campbell	Member/Parent	

*Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.*

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **PART 1: SCHOOL VISION AND MISSION**

A. Vision: Hillcrest High school is a progressive, standards driven school with a proactive approach that prepares all of our students to meet the New York State standards and Regents diploma requirements. At Hillcrest, there is a commitment to excellence, innovative instructional approaches, a diverse student body and educational community, and an active and supportive parent body, all of whom are focused on building the skills of our students to embrace high standards.

B. Mission: Hillcrest High School accepts the responsibility for guaranteeing the right of every student to an education that helps to develop their own talent. Our mission is to provide quality education that helps to develop their own talent. Our mission is to provide quality education which meets the needs of all students, and allows them to live rich and productive lives in the twenty-first century as informed citizens of a multicultural, democratic society. The school community's realization of this mission evolves through the collaborative efforts of all constituents: school staff, students, parents, community and business partners and the Small Learning Communities.

#### **PART II: NARRATIVE DESCRIPTION OF THE SCHOOL**

Demographics:

School Enrollment (11/16/09): **3,327**

Grades served: 9, 10, 11 & 12 Attendance Rate: **88.53%**

Number of Teachers: 162 #LEP: 380 # Special Education: 187

For high schools: Dropout rate: General Ed: % Special Ed: %

Graduation Rate: Cohort 65% Free Lunch: 65.5%

% Overage for grade entering Class: Entering class meeting standard in ELA:

Mathematics:

**\*All data 2009-2010 information**

### **Hillcrest High School: Needs and Characteristics**

Hillcrest High School is located in a rapidly evolving neighborhood in Jamaica, Queens. With a current enrollment of approximately 3,227 students, our school is at 109% utilization and is on a nine period day. Recently Hillcrest was recognized as one of three New York City schools to be considered New York State Blue Ribbon School of Excellence and a National School of Change. Despite or because of this prestigious recognition, academic issues remain a major concern and focus of the entire school community.

Overall student population is 44.1% African American, 29.9% Asian (many from India and Pakistan), 22.4% Hispanic (from various parts of Central and South America, as well as the Caribbean) and 1.9% Caucasian. Seventeen percent of our students are recent immigrants. Forty six percent of the students come from homes below the poverty level. The student mix at Hillcrest spans a wide range that includes a significant population of newly emigrated students whose families have come to America to seek a better life, a true middle class group whose parents are college educated, and a sizable population of working class students whose parents have aspirations for their children to be college educated. However, the many disparate elements of our school population are all reached through a fully integrated education model in which both Bilingual and Special Education students have equal access to all services provided. A bilingual Spanish program is in place serving the needs of recent immigrant populations. Hillcrest is also the recipient of a grant from the Bill and Melinda Gates Foundation, the purpose of which is to maintain large high schools as fully functional learning communities while simultaneously providing for the advantages of small learning communities within the larger school setting. Hillcrest has spent the 2005-2006 planning for the implementation of these small learning communities, which went into effect in September, 2006. Receipt of this grant was a significant honor for the school, for it was given only to those large schools recognized as being far advanced in effectively educating its students.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	Hillcrest High School						
<b>District:</b>	28	<b>DBN:</b>	28Q505	<b>School BEDS Code:</b>	342800011505		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		67.5 / 84.2	84.0	86.5
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 3	0	0	0		94.3	93.8	93.6
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 7	0	0	0		36.5	32.7	32.0
Grade 8	0	0	0				
Grade 9	1070	1102	945	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	985	933	976	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 11	541	683	653		11	30	96
Grade 12	608	617	703				
Ungraded	10	14	9	<b>Recent Immigrants - Total Number:</b>			
Total	3214	3349	3286	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
					82	105	91
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	139	118	62	Principal Suspensions	6	6	4
# in Collaborative Team Teaching (CTT) Classes	21	42	99	Superintendent Suspensions	8	1	2
Number all others	96	148	148				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	785
<b>English Language Learners (ELL) Enrollment:</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	123	130	126	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	217	259	276		161	177	176
				Number of Teachers			

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	8	23	18	Number of Administrators and Other Professionals	40	67	68
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	164	176	131	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.6	77.0	79.8
				% more than 5 years teaching anywhere	58.1	61.2	65.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	86.0	84.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.3	85.0	87.9
American Indian or Alaska Native	0.3	0.5	0.7				
Black or African American	49.7	48.0	46.9				
Hispanic or Latino	21.1	22.4	22.2				
Asian or Native Hawaiian/Other Pacific Isl.	26.3	26.8	28.1				
White	2.6	2.2	2.0				
<b>Male</b>	41.4	41.9	41.3				
<b>Female</b>	58.6	58.1	58.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			IGS
Math:				Math:			IGS
Science:				Graduation Rate:			IGS

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
<b>All Students</b>				X	X	√
<b>Ethnicity</b>						
American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				X	√	
Asian or Native Hawaiian/Other Pacific Islander				√	√	
White				-	-	
<b>Other Groups</b>						
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>	0	0	0	2	3	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	61.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	12	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	11	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	32.8		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	6		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**Summary of Data analysis /Findings:** An analysis of our student attendance rate shows our attendance rate is 4% higher than similar schools (compared to 3% higher last year, and .8% higher than city schools, compared to .3% last year.

**Implications for the Instructional Program:** Although our attendance rate and drop-out rate continues to improve, there will be continued intensive guidance through the formation of Small Learning Communities to facilitate higher attendance rates and lower dropout rates.

**PERFORMANCE ON REGENTS EXAMS FOR ALL STUDENTS (As of 06/31/2009)**

Regents	#Tested	% 55-100	% 65-100	% 85-100	A.G.E.	%A.G.E. Passed
<b>English</b>						
2008-09	1063	74.3	57.2	10.7		74.38
2007-08	843	72.0	53.7	13.6		72.0
2006-07	1001	69.0	49.0	9.0		
2005-06	956	77.0	62.0	10.0		
2004-05	967	74.7	58.1	9.7	780	92.6
2003-04	1560	74.0	62.4	15.2	787	66.4
2002-03	793	70.9	57.5	10.3	780	72.1
2001-02	594	69.7	47.1	8.6	721	38.8
<b>MATH A</b>						
2008-09	N/A	N/A	N/A	N/A	N/A	N/A
2007-08	551	63.5	30.5	0.4		63.5
2006-07	1032	81.0	55.0	8.0		
2005-06	1056	83.0	55.0	5.0		
2004-05	1074	72.45	48.0	3.6	780	99.7
2003-04	871	81.6	60.5	4.7	787	90.3
2002-03	817	57.6	33.9	2.8	780	60.4
2001-02	646	39.9	18.0	0.9	721	16.1
<b>Biology/Living Environment</b>						
2008-09	741	79.2	59.1	3.9		79.2
2007-08	776	71.2	44.9	3.6		71.2
2006-07	660	73.0	41.0	2.2		
2005-06	795	71.0	45.0	3.0		
2004-05	687	71.9	45.6	4.5	780	63.4
2003-04	616	82.0	58.7	3.6	750	67.3
2002-03	587	89.0	61.0	3.2	780	51.0
2001-02	561	87.5	70.4	4.6	721	54.8
<b>Global History</b>						
2008-09	940	73.5	52.9	12.7		73.5
2007-08	803	57.2	39.4	9.1		57.2
2006-07	969	56.0	36.0	8.0		
2005-06	833	66.0	46.0	16.0		
2004-05	841	74.3	52.5	16.2	780	80.1
2003-04	813	71.4	54.4	15.0	750	73.6
2002-03	775	69.6	56.2	9.2	780	69.0
2001-02	695	66.2	47.8	5.5	721	46.0
<b>US History &amp; Government</b>						
2008-09	620	75.4	59.6	15.3		75.5
2007-08	651	83.7	67.4	17.8		83.7
2006-07	658	70.0	51.1	17.0		
2005-06	1133	87.0	70.0	28.0		
2004-05	563	85.7	68.5	23.9	780	61.7

<b>2003-04</b>	<b>456</b>	<b>82.0</b>	<b>65.1</b>	<b>20.1</b>	<b>750</b>	<b>48.2</b>
<b>2002-03</b>	<b>514</b>	<b>87.2</b>	<b>62.4</b>	<b>17.3</b>	<b>780</b>	<b>57.4</b>
<b>2001-02</b>	<b>494</b>	<b>85.0</b>	<b>73.1</b>	<b>23.7</b>	<b>721</b>	<b>50.1</b>
<b>Languages other than English</b>						
<b>2007-08</b>	<b>240</b>	<b>100.0</b>	<b>97.1</b>	<b>86.6</b>		
<b>2004-05</b>	<b>252</b>	<b>99.0</b>	<b>99.0</b>	<b>66.0</b>	<b>780</b>	<b>31.9</b>
<b>2003-04</b>	<b>205</b>	<b>100.0</b>	<b>97.0</b>	<b>75.6</b>	<b>750</b>	<b>27.3</b>
<b>2002-03</b>	<b>192</b>	<b>99.0</b>	<b>96.9</b>	<b>57.8</b>	<b>780</b>	<b>24.2</b>
<b>2001-02</b>	<b>181</b>	<b>98.9</b>	<b>94.5</b>	<b>64.6</b>	<b>721</b>	<b>23.8</b>
<b>Geometry 2008-09</b>	<b>1011</b>	<b>67.4</b>	<b>46.2</b>	<b>0.3</b>		<b>67.4</b>

<b>SCHOOL YEAR</b>	<b>ANNUAL (EVENT) DROP OUT RATE (%)</b>
<b>2008-2009</b>	
<b>2007-2008</b>	<b>7.6%</b>
<b>2005-2006</b>	<b>6.2%</b>
<b>2004-2005</b>	<b>6.3%</b>
<b>2003-2004</b>	<b>6.1%</b>
<b>2002-2003</b>	<b>6.7%</b>
<b>2001-2002</b>	<b>7.3%</b>
<b>2000-2001</b>	<b>8.2%</b>

<b>COHORT</b>	<b>COHORT DROP-OUT RATE (%)</b>
<b>2009</b>	
<b>2008</b>	<b>14%</b>
<b>2006</b>	<b>14.2%</b>
<b>2005</b>	<b>16.4% (estimate)</b>
<b>2004</b>	<b>16.1% (estimate)</b>
<b>2003</b>	<b>16.2%</b>
<b>2002</b>	<b>16.4%</b>
<b>2001</b>	<b>14.7%</b>

#### **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?

We accessed trends in attendance, graduation rate, credit accumulation and regent's performance.

- What have been the greatest accomplishments over the last couple of years?

Successful transformation of a large school into SLCs. Learning Lab initiative.

Spread of inquiry work across SLCs and departments.

- What are the most significant aids or barriers to the school's continuous improvement?

One of the most significant aids to our continuous improvement is our Partnership with New Visions PSO. We would identify the decrease in funding from City & State as the major barrier to achieving our goals.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **GOALS FOR 2009-2010**

By June 2010, average attendance for every period of every school day will be 90%.

By June 2010, 80% of the class of 2010 will meet graduation requirements with 65% earning a regents diploma or better.

By June 2013, 80% of students will graduate with an SLC endorsed diploma.

By June 2010, 85% of students of cohort 2010 will have passed their required regents exams.

By June 2010, students in year one, two and three of school will earn 10+ credits each year at the rate of 80%.

### **Process Goals**

By June 2010, all members of the Hillcrest community (students and staff) will be able to articulate:

- A) The goals they have set in collaboration with their supervisor/teacher.
- B) How those goals connect with measurable increases in student outcomes.
- C) How and when they monitored progress toward their goals, and how and why they adjusted and revised their goals throughout the year.

By June 2010, all teaching and guidance staff in the Hillcrest community will be provided with differentiated professional development (PD) that is characterized by the following characteristics:

- A) PD topics are selected based on needs identified through analysis of student achievement data. Participants will be able to articulate the connection between the data and PD, as well as the anticipated impact on student outcomes following implementation of the learning shared at PD.
- B) PD will be ongoing, varied, and tailored to the individual needs of the adult learner.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, average attendance for every period of every school day will be 90%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Analysis of data in SLCs to identify students with attendance below 90%</b></li> <li>• <b>Guidance Counselor outreach to students with low attendance.</b></li> <li>• <b>Assistant Principal closely monitoring periods 1, 8, &amp; 9 (low attendance periods)</b></li> <li>• <b>Monthly attendance reports for SLCs.</b></li> <li>• <b>Security staff will randomly check program cards upon exiting building 8th &amp; 9th period.</b></li> <li>• <b>CAASS attendance reports will be examined by deans, directors and guidance counselors.</b></li> <li>• <b>All teachers will assess attendance weekly to determine determine interventions and supports by SLC Directors and Guidance Counselors.</b></li> <li>• <b>Teachers will conduct lessons for students to help them with time management and setting attendance goals.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b><u>FUNDING:</u> Title I SWP, Title I ARRA, DRA Stabilization, FSF , Attendance, AIDP Attendance (not in budget yet)</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **Guidance Counselor/Director/Co-Director Teams will monitor period attendance on weekly basis using ATS report-PADS.**
- **Anticipated 5%-10% gains in every period each month.**
- **Class attendance percentage report.**

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, 80% of the class of 2010 will meet graduation requirements with 65% earning a regents diploma or better.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Analysis of student transcripts by Guidance Counselors to determine students who are on-track and almost on-track for graduation and/or Regents endorsed diploma.</li> <li>• Monthly meetings with Guidance Counselor/Director/Co-Director Teams will be conducted to assess targeted student progress.</li> <li>• All Core Curriculum areas will have Individual and Course Team meetings to review and revise curriculum for alignment of coursework and Regents standards. School-Day, After School, and weekend programs will be available for student support.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>FUNDING:</b> FSF, DR Stabilization, Title I SWP, Title I ARRA. C4E, Improvement Ed 58</p> <ul style="list-style-type: none"> <li>• After School and Weekend programs for Regents review will be implemented for LEP and ISS student support</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly meetings will be conducted with Guidance Counselor/Director/Co-Director Teams to review action plan for each identified student.</li> <li>• Assessment of January Regents exams will be conducted by Guidance Counselors to track identified students and to re-examine action plan for each student.</li> <li>• Individual conferences will be scheduled for every three weeks to review progress towards Regents goals.</li> </ul>

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2013, 80% of students will graduate with an SLC endorsed diploma.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• SLC's will develop course matrix, including requisite courses for SLC endorsed diploma. Matrix must include courses required for grades 9-12.</li> <li>• SLC's will inform students and parents of the required courses, in writing, via Town Hall meetings, Parent Newsletters, Parent Conferences, Freshman Orientation. Course sequence must be posted on school website.</li> <li>• Course sequence must align with requirements for Regents and Advanced Regents diploma.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b><u>FUNDING:</u> FSF, DR Stabilization, Title I SWP, Title I ARRA, C4E, Improvement Ed 58</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• SLC Teams will review data at the end of each term to assess student success and Regents data</li> <li>• Action Plan will be implemented by each SLC for all at-risk students not meeting with success.</li> </ul>

<p><b>Annual Goal 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, 85% of students of cohort 2010 will have passed their required regents exams.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• SLC Teams will review Regents data to assess which students require tutoring, SES Tutoring (for Title 1 students receiving free lunch), Saturdays @Hillcrest and Regents marathons.</li> <li>• SLC Outreach will be conducted to all identified at-risk students via Phone Messenger, Twitter, school website, backpack letter home.</li> <li>• On a daily basis, the APS/ALS of core subject areas will conduct snapshot observations of regent’s classes to monitor the use of regents-based questions in the curricula, and the implementation of active reading strategies that improve the comprehension of literature.</li> <li>• On an ongoing basis, Sophomore English Teachers and Regents Teachers will check ACUITY, as well as there own assessments, and use the item analysis of those assessments to target specific skills</li> <li>• On an ongoing basis, English classes will use high-interest Hispanic texts in order to engage students (monitored by AP/English and AP/ESL).</li> <li>• Students who have not met the requirement will be re-scheduled automatically for the next Regents test administration. Parents/Guardians and Teachers of students not meeting the Regent requirements will be notified in writing. Periodic Assessments will be used to identify needed skills. Teachers will data sources to modify lessons.</li> <li>• Students who have not tested or passed a Science Regents are programmed into SD19 to review and refine science content and skills necessary to pass the science regents exam.</li> <li>• Students in Cohort 2010 who need a science regent exam will be scheduled to take the January administration of the test.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>FUNDING:</b> FSF, DR Stabilization, Title I SWP, Title I ARRA, Improvement Ed 58</p> <ul style="list-style-type: none"> <li>• Professional development for teachers providing Regents reviews will be planned and delivered by Assistant Principal. A.P. will supervise After School and Weekend Courses.</li> <li>• Student progress in core regents subject areas will be tracked through monthly Regents pre-assessments, and appropriate interventions developed to address areas of</li> </ul>

	<p><b>concern.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>January Regents results will have increased by a minimum of 15% in all subject areas.</b></li> <li>• <b>Review report card grades after every marking period, as well as student goals, to ensure students are on track towards passing their English Regents prep classes, resulting in success on the ELA Regents exam.</b></li> <li>• <b>Students determined to be in need of earning credits beyond those offered traditionally in the senior year will be given the opportunity to enter the Future Academy will they will have access to additional regents preparation classes and online regents practice</b></li> <li>• <b>Science Interim assessment results will help teachers of SD19 differentiate content to meet the needs of the students.</b></li> </ul>

<p><b>Annual Goal 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, students in year one, two and three of school will earn 10+ credits each year at the rate of 80%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Guidance Counselors will assess student scholarship for grades 9-11 after first marking period to determine at-risk students (failing 3 or more classes). GC's will discuss findings during CPT to develop intervention strategies with teachers.</li> <li>• Teachers will proactively provide variable opportunities for student to make up missing work before final grade.</li> <li>• Second marking period comparison and assessment will be completed and intervention plan will be developed by teachers and guidance counselors for students who have not shown improvement.</li> <li>• Concurrent Options, PM School, Saturday make up, Credit Recovery, On-line Credit Recovery; Saturday will be mandated for identified students.</li> <li>• On an ongoing basis, SLC tutoring will be provided both throughout and after the school day in core subjects (monitored by AP/Supervision). All teacher's scholarship goals and updated reports will be reviewed with A.P. individually or in small groups, every three weeks to review progress towards goals, teacher actions supports, and interventions. Social Studies teachers will meet monthly to review specific indicators of movement towards goal. Curriculum Teams will meet monthly to develop and analyze interim assessments, realign curriculum, and determine specific intervention strategies so that students will earn 2 academic credits per subject area by the end of the school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>FUNDING:</b> FSF, DR Stabilization, Title I SWP, Title I ARRA, C4E, Improvement Ed 58</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• ATS Report-RHCC, STARS Custom Report 1.21, School Data Base (A. Nepal), New Visions Snapshots will be used to review progress of students.</li> <li>• Review of scholarship each marking period.</li> </ul>

<p><b>Process Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all members of the Hillcrest community (students and staff) will be able to articulate:</p> <p>A) The goals they have set in collaboration with their supervisor/teacher.  B) How those goals connect with measurable increases in student outcomes.  C) How and when they monitored progress toward their goals, and how and why they adjusted and revised their goals throughout the year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Hillcrest Tracker Meetings (Cohort 2010 students) will be conducted to determine measurable goals for all identified students. Meetings will include APPPS, AP Data, AP Intervention Specialist, AP Student Life, GC's and Director/Co-Director's from each respective SLC.</li> <li>• Follow-up meetings conducted at the end of term one to assess progress toward goals and adjust, revise where appropriate.</li> <li>• By October, Individual teachers and Department AP's will set measureable SMART Goals for credit accumulation, attendance, and Regents Pass Rate.</li> <li>• Teachers will conduct lessons for students to set individual goals.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>FUNDING: FSF, DR Stabilization, Title I SWP, Title I ARRA</b></p> <ul style="list-style-type: none"> <li>• Teachers will plan lessons for student goal setting in Learning Labs and SLC common Planning Time.</li> <li>• Students with IEPs will be invited and encouraged to attend their annual review where class and previous IEP goals will be review and an action plan will be set toward achieving the goals.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• All SMART Goals will be reviewed in Spring term by APs directors, counselors, and teachers to determine success and/or need for adjustment or revision.</li> <li>• Teachers will review and revise student goals with students after distribution of report cards in every marking period. Teachers will facilitate to ensure student goals are in line with teacher's and Hillcrest's goals.</li> </ul>

<p><b>Process Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all teaching and guidance staff in the Hillcrest community will be provided with differentiated professional development (PD) that is characterized by the following characteristics:</p> <p>A) PD topics are selected based on needs identified through analysis of student achievement data. Participants will be able to articulate the connection between the data and PD, as well as the anticipated impact on student outcomes following implementation of the learning shared at PD.</p> <p>B) PD will be ongoing, varied, and tailored to the individual needs of the adult learner.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Guidance Counselors will select PD topics based on individual needs and the needs of students in each respective SLC (based on data from ARIS, ATS, STARS, New Visions, Hillcrest Database).</li> <li>• Guidance Counselors will implement strategies learned from PD sessions in their respective SLC. Student data will be re-examined to determine if new strategies had a positive impact on student achievement.</li> <li>• Student scholarship will be examined by Guidance Counselor/Director/Co-Director Teams in each respective SLC at the end of each marking period to determine effectiveness of strategies.</li> <li>• Regents exam results will be assessed in January 2010 to target students in need of additional support.</li> <li>• Facilitators of Learning Labs will conference weekly with SLC directors to review plans for delivering Labs that address the needs of the SLC; Facilitators of Learning Labs will conference weekly to frame Learning Lab topics based on needs of the</li> <li>• Health and PE teachers will be provided with Behavior modification and assertive teaching techniques to improve students' achievements.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>FUNDING:</b> FSF, Title I SWP, Title I ARRA, Improvement Ed 58</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Student scholarship will be reviewed by SLC Teams to determine effectiveness of new strategies at the end of each marking period.</li> <li>• Regents exam results will be examined to target at-risk students who need additional support to pass Regents exams and/or retake Regents for Regents/Advanced Regents</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12	237	209	981	208	1325		80	

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b> Including ELL Students</p>	<p>9<sup>th</sup> grade NCEE program; double period during the school day  <b>English tutoring: one-to one and small group; during the school day, after school and Saturdays</b>  <b>PM School: after school</b>  <b>Saturdays @ Hillcrest: small group; Saturday</b>  <b>Mandated Review Class: small group; during the school day</b>  <b>Concurrent Options: one-to-one; Saturday</b></p>
<p><b>Mathematics: Peer Tutoring</b></p> <p>Saturday Programs</p> <p>Before/During/After School Tutoring</p>	<p>Students of Pre-Teaching Institute and ARISTA recommended by math teacher assigned to students. Peer tutors are under the supervision of a licensed math teacher.</p> <p>Licensed teachers provide tutoring in 75 minute -2 hour sessions.</p> <p>Students are programmed for small group sessions outside of their regular scheduled classes. Licensed teachers provide tutoring 9 periods per day, 5 days per week.  <b>Concurrent options: one-on-one, Monday and Saturday.</b></p>
<p><b>Science:</b></p>	<p>Saturdays at Hillcrest  <b>Circular 6 assignment by selected teachers</b>  <b>PM School, After school tutorials</b></p>
<p><b>Social Studies:</b></p>	<p>Saturdays @ Hillcrest:  <b>PM School: after-school classes for credit recovery</b>  <b>Concurrent Options: independent studies program for graduating seniors</b>  <b>Tutoring: in-school tutoring program</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<ol style="list-style-type: none"> <li>1. Guidance counselors will monitor “at-risk” students who fail more than two classes each marking period.</li> <li>2. Parents/guardians of students will be invited to school for guidance conferences to discuss strategies to use at home to combat problem collaboratively.</li> </ol>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The school psychologist will provide services to students who may experience trauma stemming from any variety of circumstances</p>

<b>At-risk Services Provided by the Social Worker:</b>	<b>The social worker will provide services to students whose issues/concerns are not within the purview of the school psychologist, i.e., family circumstances, school social issues, etc.</b>
<b>At-risk Health-related Services:</b>	<b>Automated phone calls will be conducted to alert parents of the hearing and vision conditions and immunization requirement of their children. Letter of notification will be mailed to parent to inform them about deficient of immunizations requirement and clinics that provide health service that exist within their community.</b>

## Hillcrest High School Language Allocation Policy Narrative 2009-2010

Any parent who wants to enroll an ELL student at Hillcrest goes to room 116M where two admission staff members administer the HLIS. Mrs. Linda Blader, the guidance/admissions secretary and Mrs. Irene Bravo, the Spanish family bilingual para proceed with an oral interview in English or in Spanish. If a parent needs service with another language, a school staff pre-selected is brought the admission office to interpret for the parent. Otherwise, the admission office will solicit a telephone interpretation from the interpretation unit. Thereafter, the parent and the prospective ELL student are sent to room 253 where Mrs. Helena Goncalves, the ESL Basis Coordinator may administer the lab-R and the SIFE diagnostic test to the student in English and Spanish. Every year, the ESL Basis Coordinator, review student's NYSESLAT eligibility in ATS and eligible students are scheduled to be tested in April and May. Parents are offered an orientation of program choices through a DoE dvd presentation in the parent's native language during the first encounter with the admission office and the Basis coordination and a formal presentation at a scheduled appointment. Hillcrest offers only Transitional Bilingual and Freestanding ESL. Additionally, entitlement letters are mailed home and additional copies handed to students to be taken home. If a form is not returned within a reasonable time, then the student is by default program for Transitional Bilingual Education.

Spanish speaking parents tend to select the Transitional Bilingual Education program as many expressed the need to support their children's literacy needs in Spanish before transitioning into English. Most of these students are new -comers and are semi-literate in Spanish.

Parents with other linguistic backgrounds often select ESL program only because the school does not have qualified and certified bilingual teachers in these languages.

Hillcrest's programs are aligned with parents' requests except where the school does not have a bilingual program in the specific language requested.

After reviewing the NYSESLAT scores of 2009, it is apparent that more 9<sup>th</sup> and 10<sup>th</sup> graders performed at the beginning level while the 11<sup>th</sup> and 12<sup>th</sup> graders performed at the Intermediate and Advance levels. Additionally, most 9<sup>th</sup> and 10<sup>th</sup> graders who scored at advance levels came from junior high schools and have been in the country for some time.

It is clear that the majority of the 9<sup>th</sup> and 10<sup>th</sup> graders that are at the beginning level did poorly in listening and speaking mostly due to the fact that they are new to the country and some are actually SIFE. Therefore, the instructional planning will focus more on developing the listening and speaking skills at the beginning levels, whereas the intermediate and advanced levels instruction will focus on reading and writing.

Hillcrest High School has a total of 433 ELL students, which represents 13% of the school's student population. The major linguistic groups are Spanish, Bengali, Haitian Creole and Urdu. Hillcrest offers two programs for the ELL population: The Transitional Bilingual Education for Spanish speaking students and the self-contained ESL program for the other languages.

### I. Transitional Bilingual Education Program in Spanish

About 35% of the ELL's are enrolled in the Transitional Bilingual Education program. Most students are programmed for 8 periods a day in native language and content subject classes that comprise beginning, intermediate and advance. We offer 3 bilingual classes in each content subject such as: Social Studies Math and Science.

### II. LAP

Beginning native language classes utilize 60% of Spanish and 40% of English. Thus, 27 minutes are spent in developing cognitive and higher order thinking skills in Spanish, 18 minutes in reviews and linguistic and academic language summaries in English.

Intermediate native language classes utilize 50% of Spanish and 50% of English simultaneously. Students are introduced to core academic discourse, and highly contextualized tasks in thinking, reading, speaking and writing.

Advance native language classes utilize 25% of Spanish and 75% of English, which equals to 34 minutes of instruction in English in a 45-minute period class. Students develop the skills, as at the Intermediate level; however, there is more focus on fluency in English.

All Beginning bilingual students spend 45 minutes in Social Studies, 45 minutes in Science, 90 minutes in Math, 45 minutes in NLA and 135 minutes in ESL daily.

All Intermediate and Advance students receive 45 minutes instruction daily in all subject classes except English where they receive 90 to 135 minutes of instruction daily.

Finally, transitional Bilingual Education students who have reached proficiency on the NYSESLAT and who transferred to monolingual classes are programmed in classes where teachers continue to monitor their progress. Students who need assistance are enrolled in Saturday academy, PM school and supplemental instruction classes supported by Title III or grant fundings .

### Freestanding English as a Second Language

#### ESL

Hillcrest follows the self-contained ESL instructional program model. Our ESL program is organized to serve a variety of students from varied languages and cultures. We offer 36 periods of ESL classes daily, and 3 periods of ELA.

#### LAP

Based on the results of the NYSESLAT and Lab-R, students are scheduled for Beginning, Intermediate or Advance classes. The Beginning classes receive 675 minutes per week of instruction in ESL, the Intermediate receives 480 minutes and the Advance receives 225 minutes.

### Academic Language Development Plan

All ESL classes follow the instructional approach that develops literacy skills by incorporating a number of activities that include: read-aloud, shared reading, guided reading, independent reading, interactive reading, phonics, spelling, shared writing, guided writing, independent writing, and grammatical structures building.

Beginning: Focuses on phonetic awareness, listening discrimination and cooperative learning activities that facilitate speaking.

Intermediate and Advance: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions in areas such as listening, reading, and writing.

All ESL, native language, ELA and content area teachers meet weekly during common planning time in their respective SLCs and during monthly pull-out and departmental meetings with AP/academic specialists to discuss how to better service the ELLs. Collaborative Inquiry Teams meet every Tuesday in Learning Labs (PD) to collect and analyze students' data in order to improve instruction.

### Plan for SIFE and Long Term ELLs:

At the beginning of each semester, all ELL's teachers conduct formal and informal formative assessments to identify students who might be SIFE or long term ELLs. As students are identified and appropriately placed, lessons are designed to differentiate these students' needs. They are also enrolled in PM school and Saturday supplemental programs supported by our Title III programs.

### Plan for Newcomers and Special Education Placement:

Hillcrest has created a Newcomers' Institute where students who have newly arrived to the USA and students in need of Special placement receive personalized instruction in a small learning community. Students in the Newcomers Small Learning Community receive individualized and differentiated instruction while using research based strategies and techniques.

### ELA

From the Intermediate level, our students receive an instructional program that is aligned with the ELA standards and core ELA curriculum. ELA licensed teachers teach these courses

### Instructional materials

Students use textbooks, libraries and instructional materials that are aligned with Hillcrest's core language acquisition and development curriculum. The textbooks used in our program reflect all the required standards for instructing ELL's.

### Staffing Qualifications

All ELL teachers are licensed for English instruction and a few are working towards certification in content subjects such as Social studies, Math and Science.

### Professional development and Collaborative Planning:

All ELL teachers participate in professional development by attending common time meetings and department meetings where they demonstrate self-learning and collaboratively design and implement research based strategies, lesson planning in differentiated instruction. Teachers also attend workshops and conferences off-site and at city levels

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES 9–12 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>New Visions/28Q505</b>	School <b>Hillcrest High School</b>
Principal <b>Steven Duch</b>	Assistant Principal <b>Justin Follyga</b>
Coach <b>type here</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Helena Goncalves</b>	Guidance Counselor <b>Judy Valerio</b>
Teacher/Subject Area <b>Nazila Ramjan</b>	Parent <b>Audrey Brown</b>
Teacher/Subject Area <b>jose Rios</b>	Parent Coordinator <b>Cynthia Sauders</b>
Related Service Provider <b>Natalie Hiller</b>	SAF <b>type here</b>
Network Leader <b>type here</b>	Other <b>Pedro Cubero( Co-director)</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>22</b>	Number of Certified Bilingual Teachers	<b>5</b>	Number of Certified NLA/FL Teachers	<b>13</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>3327</b>	Total Number of ELLs	<b>433</b>	ELLs as Share of Total Student Population (%)	<b>13.01%</b>
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## Part II: ELL Identification Process

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





**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_

Number of third language speakers: \_\_\_\_

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino: \_\_\_\_

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other: \_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	9	10	11	12	TOTAL
Spanish	62	47	34	26	169
Chinese	1				1
Russian					0
Bengali	38	32	17	22	109
Urdu	11	14	3	8	36
Arabic	8	4	7	2	21
Haitian Creole	14	8	6	13	41
French	1	4	3	6	14
Korean					0
Punjabi	3	6	7	6	22
Polish					0
Albanian					0
Other	3	9	6	2	20
<b>TOTAL</b>	<b>141</b>	<b>124</b>	<b>83</b>	<b>85</b>	<b>433</b>

## Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

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

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

### Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL

Beginner(B)	58	29	6	7	100
Intermediate(I)	46	47	37	52	182
Advanced (A)	27	34	27	25	113
Total	131	110	70	84	395

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	14	9	4	
	I	28	34	16	44
	A	26	24	26	17
	P	21	21	16	22
READING/WRITING	B	20	17	2	7
	I	48	42	34	50
	A	12	28	26	26
	P	8	1	1	

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				

Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Justin Follyga	Assistant Principal		
Cynthia Saunders	Parent Coordinator		
helena Goncalves	ESL Teacher		
Audrey Brown	Parent		
Nazila Ramjan	Teacher/Subject Area		
Jose Rios	Teacher/Subject Area		
	Coach		
	Coach		
Judy Valerio	Guidance Counselor		
	School Achievement Facilitator		

	Network Leader		
Pedro Cubero	Other		
Ms. Natalie Hiller	Other		

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) 9-12      Number of Students to be Served: 463    LEP N/A    Non-LEP

Number of Teachers 14      Other Staff (Specify) 1(Supervisor)

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Hillcrest High School will utilize the Title III funding to organize a variety of supplemental programs that provide After-school tutoring, Regents review classes, enrichment activities and Saturday Parents engagement program to facilitate the transition of ELLs to mainstream classes and their communities.**

**Beginning in November 9, 2009, the programs will service students in specific Small Learning Communities in the following areas:**

- **English Language development for recent immigrants in Newcomers SLC**
- **Basic computer skill building for beginning ESL levels in Business & Technology SLC**
- **Native language skill building for Bilingual Spanish students in Public Service SLC**
- **Competency building in content subjects such as: math, social studies, science and English in all SLCs that service ELL's.**
- **Regents review courses in core subjects in SLCs that service ELL's**
- **Long-term ELLs and SIFE students support classes.**

The basic premises for these classes and activities are to build and to reinforce English skills and to develop academic language proficiency.

#### **OVERVIEW OF AFTER-SCHOOL PROGRAMS:**

Each of the following programs will meet once a week: Monday, Tuesday, Wednesday or Thursday for two hours and for an average of 22 sessions beginning November 9, 2009 and ending June 8, 2010.

- Literacy Skills development
- ELA Regents Prep for Cohorts 2009, 2010 and 2011students
- Basic Math Skills
- Math A Regents Prep for Cohorts 2009, 2010 and 2011students
- Bilingual Spanish general Math skills
- Bilingual Spanish NLA writing workshop
- Biology –Living Environment general Tutorial
- Biology-Living Environment Regents Prep
- Social Studies- General Tutorial
- Global and US History Regents Prep
- School to real life program (College bound workshops)

#### **OVERVIEW OF SATURDAY PROGRAMS**

- English skills building
- Parents Bilingual Spanish NLA writing workshop

All the teachers selected to be part these Title III activities are certified in their respective subject areas.

#### **Parent Involvement**

Parents will be invited to attend workshops in order to familiarize themselves with graduation requirements, assessments, school expectations, general program requirements and how the Title III programs can support their children's acquisition of content subjects and language development.

**Parents' workshop:**

**Objective:** To develop or reinforce structural patterns in reading and writing in the Native Language in order to facilitate the transition to the English language acquisition.

Topics will include: writing a narrative in sequence- outlining and writing a report- describing a character- describing a setting- comparing characters- writing objective and subjective articles etc...

Parents will be engaged in computer literacy activities through the use of internet based programs available in school.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**Our staff uses a variety of strategies in order to develop students' skills. The following are some of the strategies:**

- **Cooperative learning grouping**
- **Read aloud**
- **Shared reading**
- **Interactive reading**
- **Phonemic awareness**
- **Use of graphic organizers**
- **Sequencing and summarizing**
- **Scaffolding and schema building etc.**

**The ESL, Bilingual and content subject teachers will receive hand-on professional development on how to incorporate the above-mentioned strategies in their lessons. Additionally, they will receive training for Title III specific activities. The supervising Title III**

**Assistant Principal in collaboration with the content subjects APs will provide all professional development sessions through common planning time and collaborative inquiry team meeting based in each small learning community servicing ELLs.**

**PD SCHEDULE**

**Professional development for teachers involved in the Title III programs will be held every Tuesday and followed by collaborative inquiry work twice a week in each SLC. These activities are already ongoing and sustainable and will not incur any additional expenses to the Title III program.**

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Form TIII – A (1)(b)**

School: 28Q505

BEDS Code: 342800011-505

**Title III LEP Program  
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p><b>Professional salaries (schools must account for fringe benefits)</b></p> <p style="text-align: center;"><u><b>Mondav's Activities</b></u></p> <ul style="list-style-type: none"> <li>Supplemental After-school Instructional Programs; After-school and Saturday Tutoring in Content Subject Areas in specific Small Learning Communities. SLCs Enrichment programs</li> </ul> <p style="text-align: center;"><u><b>Tuesday's Activities</b></u></p> <ul style="list-style-type: none"> <li>Supplemental After-school Instructional Programs; After-school and Saturday Tutoring in Content Subject Areas in specific Small Learning Communities. SLCs Enrichment programs</li> </ul> <p style="text-align: center;"><u><b>Wednesday's Activities</b></u></p> <ul style="list-style-type: none"> <li>Supplemental After-school Instructional Programs; After-school and Saturday Tutoring in Content Subject Areas in specific Small Learning Communities. SLCs Enrichment programs</li> </ul> <p style="text-align: center;"><u><b>Thursday's Activities</b></u></p> <ul style="list-style-type: none"> <li>Supplemental After-school Instructional Programs; After-school and Saturday Tutoring in Content Subject Areas in specific Small Learning Communities. SLCs Enrichment programs</li> </ul> <ul style="list-style-type: none"> <li>Bilingual Math extended day program</li> </ul> <p style="text-align: center;"><u><b>Saturdays @ Hillcrest</b></u></p> <ul style="list-style-type: none"> <li>Adult Literacy and Native Language improvement program for ELL parents and students:</li> </ul>	<p>\$ 11,437.9</p> <p>\$ 7,161.12</p> <p>\$ 4,376.24</p> <p>\$ 6,265.98</p> <p>6,763.28</p>	<p>Five (5) teachers will be paid per-session rate for 23(2 hours each session for a total of 230 hours) sessions. 5 Teachers x 23 sessions x 2 hrs x \$ 49.73 =</p> <p>Three (3) teachers will be paid per-session rate for 24(2 hours each session for a total of 144 hours) sessions. 3 Teachers x 24 sessions x 2 hrs x \$ 49.73 =</p> <p>Two (2) teachers will be paid per-session rate for 22(2 hours each session for a total of 88 hours) sessions. 2 Teachers x 22 sessions x 2 hrs x \$ 49.73 =</p> <p>Three (3) teachers will be paid per-session rate for 21(2 hours each session for a total of 126 hours) sessions. 3 Teachers x 21 sessions x 2 hrs x \$ 49.73 =</p> <p>1Teacher x 136 sessions x 1 hr x 49.73 =</p> <p>One (1) teacher will be paid per-session rate for 15 (4 hours each session for a total of 60 hours) sessions. 1 Teacher x 15 sessions x 4 hrs x \$ 49.73 =</p>

<ul style="list-style-type: none"> <li>• Newcomers family events</li> <li>• International festival activities planning</li> <li>• Special Regents Preparation Marathon</li> </ul> <p>One (1) Assistant principal will be paid per-session rate for supervision and coordination of Title III activities.</p> <p><u>Supplies and Materials – Code 45</u></p>	<p>\$ 2,983.8</p> <p>2,983.8</p> <p>\$ 745.95</p> <p>\$ 2,909.53</p>	<p>5 teachers x 4 sessions x 3 hrs x \$ 49.73 = 1 teacher x 12 hrs x 49.73 = \$ 642.4</p> <p>One (1) teacher will be paid per-session rate for 3 (5 hours each session for a total of 15 hours) sessions.</p> <p>1 Teacher x 3 sessions x 5 hrs x \$ 49.73 =</p> <p>1 AP x 56 hrs x \$51.34 =</p>
<p><b>Supplies and materials</b></p>		

<ul style="list-style-type: none"> <li>• Instructional materials to support Title III activities.</li> <li>• Regents review books:</li> <li>• Supplies</li> <li>• 20 mini net books at 350 each</li> </ul>	<p style="text-align: center;">\$ 10,330</p> <p style="text-align: center;">\$ 2,500</p> <p style="text-align: center;">\$ 7,000</p>	<p>Title III Literary books and computers to be utilized for supplemental Title III activities.</p>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$ 66,100</b>	

### **Appendix 3: Language Translation and Interpretation**

#### ***Requirement under Chancellor's Regulations – for all schools***

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

#### **Part A: Needs Assessment Findings**

- 1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.**
- 2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.**

**For the school year 2009-2010, 17% of Hillcrest High School students were recent immigrants to the United States. About 12% were placed in the ESL and Bilingual programs. Furthermore, 22.5% of our students are Hispanic including those that are US born. Additionally, a review of the Home Language Information Survey (HLIS) reveals that many parents of our students speak a variety of languages at home and come from a diverse linguistic background such as Spanish, Haitian Creole, Bengali, Urdu, Punjabi, French and Arabic. Many teachers have in the past expressed the need for assistance in providing information about students' academic performance to their parents in the native languages.**

## **Part B: Strategies and Activities**

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

**The Guidance Department disseminates letters to parents at regular basis to inform them about the services available in the school and the academic progress of the students within our nine Small learning Communities.**

**Therefore, we are planning to translate PTA meeting notices, open-school invitations and special event activity announcements into Spanish, Urdu, Bengali, Haitian Creole, French and Arabic. Furthermore, the most pertinent information published in quarterly parents newsletters will be translated into the major languages.**

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

**Similar to the translation needs at Hillcrest High School, 12% of the students here are ELLs. Many ELL parents and non English-speaking parents need someone to interpret in their native languages what services are available to them. School personnel (such as: guidance counselors, teachers etc.) at Hillcrest continuously request people that are fluent in Bengali, Spanish, French, Arabic, Creole and Urdu to interpret for them. The Home Language Information Survey also demonstrated the need to have interpreters accessible to the ELL parents and non-ELL foreign- born parents and those with limited English proficiency.**

**Hillcrest will make interpreters available to ELL parents, guardians and any participants at our regular PTA meetings, Parent orientation, and open school nights and College nights. During our scheduled parents' workshops, interpreters will avail themselves to parents in order to facilitate their understanding of the events and therefore motivate them to actively participate.**

**Interpreters will be available in Spanish, French, Urdu, Bengali, Haitian Creole and Arabic.**

## Appendix 4: NCLB Requirements for Title I Schools

*All Title I schools must complete this appendix.*

**Directions:**

**All Title I schools must address requirements in Part A and Part B of this appendix.**

**Title I School wide Program (SWP) schools must complete Part C of this appendix.**

**Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.**

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$ 1,711,323	\$ 204,836	\$ 1,916,159
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 17,113		\$ 17,113
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 2,048	\$ 2,048
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 85,566		\$ 85,566
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 10,242	\$ 10,242
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 171,132		\$171,132
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 20,484	\$ 20,484

8. **Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 83%**
9. **If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.**

**Inform appropriate teachers of their status of "not highly qualified.  
Provide information of DOE contacts to obtain highly qualified status.  
Provide opportunities for tuition reimbursement  
Inform staff of professional development opportunities**

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Hillcrest High School, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Hillcrest High 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 Advisory Council, as trained volunteers and welcomed members of our school community. Hillcrest High School will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Hillcrest High School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. `Our school community will conduct an annual

evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Hillcrest High School's 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, Hillcrest High School will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
  - engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
  - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
  - support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
  - Maintain a Parent Coordinator (or a <sup>1</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
-

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> 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; and
- 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.

**Hillcrest High School will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;

- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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;

## **Section II: School-Parent Compact**

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

### **School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> 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, child care or home visits 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; and
- 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:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

**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; and

- 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;

**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. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and share responsibility for the improved academic achievement of my child;

**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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Hillcrest High School, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Hillcrest High 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 Advisory Council, as trained volunteers and welcomed members of our school community. Hillcrest High School will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Hillcrest High School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual

evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Hillcrest High School's 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, Hillcrest High School will:

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  - Maintain a Parent Coordinator (or a <sup>2</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
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**Support home-school relationships and improve communication by:**

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***School Responsibilities:***

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- *using academic learning time efficiently;*
- *respecting cultural, racial and ethnic differences;*
- *implementing a curriculum aligned to State Standards;*
- *offering high quality instruction in all content areas; and*
- *providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;*

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- *arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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;

**School Chart**

Complete this chart for **each school** to be funded. Check the status of the school. Duplicate this form as needed.

**Name of School:** HILLCREST HIGH SCHOOL

- Improvement - Basic   
  Improvement - Focused   
  Improvement - Comprehensive  
 Corrective Action-Focused   
  Corrective Action - Comprehensive  
 Restructuring - Focused   
  Restructuring - Comprehensive

**Year in accountability phase:**  year 1   
 year 2   
 Advanced

List all of the area(s) identified for school improvement. Include the subgroup, grade(s) and subject area(s).

1. ELA: HISPANIC, LEP/ELL
2. MATH: LEP/ELL
3. ELA/MATH: SWD DID MEET AYP USING SAFE HARBOR, SCHOOL DID NOT MEET AMO

Activities to be Funded: Provide a cost breakdown for each activity to be funded. Describe what it is and how it will address the school’s academic issues that caused the school to be identified, including the subgroup(s) identified.	Cost of Activity
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<p>1. <i>Targeted Push-In (Hispanic, ELL/LEP – Math/English and Content Area Literacy)</i> Funds will be used to support the implementation of a push-in program. 5 English, 2 Bilingual, and 4 ESL teachers will perform push-in services for each cohort in, math classes, science, and social studies classes. The teachers will be trained on how to help support the students with academic vocabulary difficulties, processing difficulties, and writing issues. Teachers will read and repeat instructions for students, assist in completing classroom assignments, and ensure that students are focused and attentive during instruction. Funds will provide for professional development/inquiry time for the push-in/pull-out teacher and content teachers to plan the strategies to infuse cross content vocabulary and to evaluate student work, student goals and progress toward the achievement of goals, and develop and implement academic intervention strategies. Funds will also allow for the content Assistant Principals to rotate the Supervision of the teachers during the professional development/inquiry time.</p> <p><i>Push-In: 11 Teachers x 44 Sessions x 1 hour x 35.29</i></p> <p><i>Professional Development/Inquiry: 19 Teachers x 1.5 hours x 22 Professional Development x 41.98</i></p> <p><i>Rotating Supervision: 1 Supervisor x 2 hours x 22 x 43.34</i></p> <p>2. <i>Content Area Literacy Strategies (PD)</i> – Funds will be used to provide focused professional development to general education teachers serving Hispanic and English language learners with research based strategies and practical approaches for teaching literacy across subject areas. The teachers selected for the above activity will be targeted for this PD.</p> <p>10 Teachers x 2 Sessions x \$220</p> <p>3. <i>Kaplan Advantage English Regents Test Prep (ALL-ELA)</i> - Funds will be used to purchase the <i>Kaplan Advantage: New York State Test</i> program which supports New York State Standards-aligned instruction to provide targeted and strategic review of key content on the Regents. The program will be used to supplement instruction in the Regents Review</p>	<p>1. Teacher Coverage: \$17,080 Teacher Per Session: \$26,321 Supervisor Per Session: \$1906</p> <p>2. Teacher Coverage and Professional Development: \$4180</p> <p>3. Supplementary Instructional Materials: \$1570</p> <p>4. Teacher Coverage: \$3881</p> <p>5. Teacher Coverage: \$7763 5B. Teacher Per Session: 1, 039</p> <p>6. Teacher Per Session: \$1259.40</p>
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<p>classes (ELL and General Education that house Sub-Groups).</p> <p>4. <i>Focused Review Class (SWD ELA)</i> Funds will be used to support the implementation of a focused pull out class to support Cohort 2010 students with disabilities (SWD) in preparing for the English Regents in January and June. 20 students will be scheduled for pull out.  <i>1 Teachers x 110 Sessions (Beginning November 30<sup>th</sup>) x \$35.29</i></p> <p>5. <i>Focused Review Class (SWD Math)</i> Funds will be used to support the implementation of push-in model that supports Cohort 2010 students with disabilities (SWD) in preparing for the Math Regents in January and June. Students will be targeted for this class based on schedules.  <i>2 Teachers x 110 Sessions (Beginning November 30<sup>th</sup>) x \$35.29</i></p> <p><i>5B. Professional Development (SWD/Math)</i> Funds will be used to provide five resource room teachers with math professional development.  <i>5 Teachers x 45 min. x 11 sessions x 41.98</i></p> <p>6. Supplemental Coordinator (SWD) Funds will be used to meet and evaluate current supports and schedule adjustments using the available push-in/pull-out models. This person will meet with students, parents and be a liaison for the students. 1 Teacher x 30 Hours x 41.98</p>	
	<p>Total Grant Amount to School</p> <p>\$65,000</p>

**Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.**

**A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

- The school uses the city report card, cohort data,

surveys and our PSO New Visions Data supports to assess state performance.

- The school uses disaggregated data the design academic supports for all subgroups.

**School wide reform strategies that:**

- a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

**Use effective methods and instructional strategies that are based on scientifically-based research that:**

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
  - **Help provide an enriched and accelerated curriculum.**
  - **Meet the educational needs of historically underserved populations.**
  - **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
  - **Are consistent with and are designed to implement State and local improvement, if any.**
- b.
- We are organized into SLC's designed to provide students with a personalized environment.
  - We offer SLC based tutoring before, during, and after school tutoring that is conducted by teachers that went through an inquiry process to identify the specific skills that student may need support with. We also offer afternoon classes (PM school), Saturday School and Summer School.
  - We offer Advanced Placement Courses in English, Science, Art History, and History, College Now through CUNY both in school and at York College.
  - We have many supports that leverage the personalization created by our SLCs, including but not limited to college advising by the dedicated guidance counselor, the Virtual Enterprise Program, CISCO and CUNY @ HOME.
  - Teachers are organized into Professional Learning Communities that have dedicated meeting times at least 3 times a week. One of the dedicated days is set aside for Learning Labs, which are led by each Assistant Principals Supervision and Principal.

**3. Instruction by highly qualified staff.**

- **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State’s student academic standards.**
- **Weekly learning labs for all teachers are facilitated by Principal and Assistant Principals.**

**Strategies to attract high-quality highly qualified teachers to high-need schools.**

- **Demonstration lesson, in addition to resume and proof of certification, given by applying teacher.**
- **Applying teachers are encouraged to be on call as substitute teachers.**

**1. Strategies to increase parental involvement through means such as family literacy services.**

- Hillcrest High 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. Hillcrest will support parents and families of Title 1 students by:
- providing materials and training to help parents work with their children to improve their achievement.
- provide parents with the information and training needed to effectively become involved in planning and decision making in support

**Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**

- Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Monthly staff meetings to review use of periodic assessments to drive daily instruction.
- Ongoing training in use of computerized student data systems.
- Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- **The activities and assistance that address this area include:**
  1. Individualized SMART Goals for each student in every class.
  2. Predictive Exams (ACUITY)

3. Regents Exams
4. Cohort Meetings with Principal, SLC Counselor, AP Data, AP Intervention Support
5. Scholarship Results

School-wide tutoring in all major content areas, at every level, every period.

**Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

## **Appendix 5: NCLB/SED Requirements for Schools Identified for Improvement**

***This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including **Improvement – Year 1** and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.***

NCLB/SED Status:	SINI-Year 1 -Focused	SURR[1] Phase/Group (If applicable):	
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### **Part A: For All Schools Identified for Improvement**

- 1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.*
- 2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.*
3. Focused Interventions that are available to the students include but are not limited to:
4. Saturday @ Hillcrest-credit bearing classes and tutoring
5. PM School Credit Recovery
6. Before, During and after School Tutoring

7. Senior Academy intensive credit accumulation using the on-line program NOVA-NET
8. After School tutoring for ESL and Bilingual students.
9. Credit accumulation through individualized computer assisted programs.

**Part B: For Title I Schools Identified for Improvement**

1. *As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.*

Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

1. *New teachers are assigned to a mentor within their Small Learning Community*
  2. *The mentor uses the "in class" model of mentoring the new teacher. Mentoring is scheduled for 2 periods per week*
  3. *Mentor's log the progress in the Mentoring Tracking System.*
  4. *The mentoring committee reviews the progress/protocol of program and is available to assist mentors.*
- 
3. *Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.*

## **Appendix 7: School-Level Reflection and Response to System-wide Implications of Findings from Audits of the Written, Tested, and Taught Curriculum in ELA and Mathematics**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

**Overall:** There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

## 1A. English Language Arts

### Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

**Please respond to the following questions for Key Finding 1A:**

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has been in the process of creating and implementing a skills-based, standards aligned curriculum, with clearly defined grade level performance indicators and competencies that focuses on differentiated instruction, critical thinking and intensive reading and writing to meet the needs of all of our students on all grade levels. As we move into the fourth year of small learning communities, the content of the curriculum continues to be enhanced by the specific focus of each community to further enhance student engagement. Through professional development and classroom observations, the many strategies that can be used to implement this curriculum strengthen our teaching staff.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**   **Not Applicable** X

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our staff is aware of the many needs of all of our students. We offer Collaborative Team Teaching classes and have a Bilingual program that serves our large ELL our population. Our staff collaborates during Common Planning Time and Professional Development sessions to communicate and plan for the needs of all our students.

These structures lead to the rewriting of the curriculum, open dialogue about the need to address literacy across the content areas, and providing academic intervention services when needed. Scholarship report, ARIS and other data analyzed in the classroom in conjunction with our standards based curriculum continue to drive our instruction.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

### 1B. Mathematics

#### Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

#### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Textbook and resource materials were reviewed for inclusion of content and process strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

- This finding was not applicable to our school.

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Curriculum guides are cross referenced to textbooks and resource materials with content and process strands explicitly indicated.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### *2A – ELA Instruction*

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Direct instruction is allowed only during the mini-lesson segment of the workshop model when the teacher is showing students what to do by modeling and/or doing a read aloud/think aloud demonstration. This expectation is outlined during our first English Department meeting in August. The school-wide expectation is that lessons must be student-centered and not teacher directed. In addition, classroom observations and continued Professional Development keep

our focus on differentiated instruction. Through cooperative learning and student interaction in the classroom we continue to enhance student engagement.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable X

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations and informal classroom walkthroughs make this evident.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## *2B – Mathematics Instruction*

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM[3])* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- **Small Learning Community walkthroughs across content areas**
- **Focused walkthrough of Math classes by groups of teachers**
- **Individualized lesson planning meetings**
- **Formal and Informal Observations by Assistant Principal (A.P.) of Mathematics**
- **Joint observations of Co-Teaching by appropriate A.P. and A.P Mathematics K/P**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable  
This finding was applicable.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Feedback to Teacher described most of the instruction as being teacher directed. Teachers explained concepts and provided examples for students to follow.

Students worked in close proximity but worked on classwork individually.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will address this issue by

- provide professional development in a collaborative structure to model collaborative lessons.

- Walkthroughs, formal, and informal observations will focus on how content process and assessments are differentiated for student groups.

### KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**Math Department did not lose any teachers.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

Not applicable to our school

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers indicated on preference sheets desire to stay in the school and in some cases, change to a different SLC to work with particular groups of students.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Consulted with A.P for L.O.T.E regarding needs and availability for professional development of teachers teaching ELL students.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- In house training was provided weekly for teachers
- Math Teachers attended QTEL training
- Common Planning Time was scheduled for teachers having ELL classes K/P

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- **During the 2008-2009 school year our school ran Small Learning Community (SLC) professional development for general education teachers on understanding the different components of the IEP. Teachers were then given copies of the IEPs for students in their classes and paired with special education teacher in order to interpret and map out a plan for the success of these students in their classes.**
- **Special Education teachers and support staff attended a professional development afternoon led by an IEP Specialist from the ISC. Teachers were guided by these experts on the correct procedures laid out in the new Special Education SOPM regarding holding conferences, referring for services, creating SMART goals, and understanding behavior intervention plans.**
- **Special Education teachers attended professional development alongside their co-teachers to learn strategies and models for successful collaborative team teaching.**
- **Special Education teachers, Assistant Principals of English, ESL, and Intervention Specialist attended outside professional development for implementing successful differentiation in an inclusive classroom. The strategies learned were then turn-keyed at department meetings and weekly teacher Learning Labs.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

Based on the professional development our teachers received I believe these findings are NOT applicable to our school.

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that dispels the relevance of this finding to our school's education program are as follows:

- **Weekly professional development that involved differentiating instruction and understanding the IEP.**
- **Attendance at outside professional development for both teachers and administrative team.**
- **Team teaching in over 40 classes on a daily basis.**
- **Scheduled meetings for annual IEP review, three year reviews, initial referrals, as well as meetings with teachers and guidance counselors on progress.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year the IEPs in our school included testing accommodations as well as accommodations for classroom instruction such as the use of a calculator, assistance with the reading of questions, directions, and note taking. A majority of our students were placed in CTT classes where a special education teacher was in many classrooms working in collaboration with the general education teacher to provide differentiated instruction which is essentially a modification of the classroom curriculum to meet the individual needs and learning styles of all the students. In addition, students that were identified as having behavioral issues were conference with special education, general education, guidance counselors, SLC directors, parents, and various other support staff.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

This finding is NOT applicable to our school.

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Three conferences which resulted in a behavioral paraprofessionals being assigned and working one-on-one with students.**

- **The change from annual goals and short-term objectives to annual SMART goals for every student with an IEP. The SMART goals are aligned with the goals of each specific content area, and are based on the results of student assessments.**
- **Individual student conferences were conducted in addition to IEP conferences to address behavioral issues that arose throughout the school year. Students were given goals and sometimes contracts to modify these behaviors.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Appendix 8: Contracts for Excellence (C4E) School-Based Expenditures for 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.**

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## Appendix 9: Title I, Part A – Support for Students in Temporary Housing (STH)

*All schools must complete this appendix.*

### Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently there are 28 students in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.

- Our STH students receive ongoing counseling services from our certified guidance staff, Social Workers and other support staff.
- Counseling services are also offered to the families of our STH students. Referrals are made when appropriate
- STH students receive free lunch ST Hand Metro Card to travel to and from school.
- STH students are also provided with basic school supplies (notebooks, pens/pencils, paper, etc.) where appropriate.
- STH students receive Gym uniform, lock free of charge.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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**[11] School under Registration Review (SURR)**

**[21] To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.**

**[31] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.**