



**HILLSIDE ARTS AND LETTERS ACADEMY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DRAFT FINAL**

**SCHOOL: 28Q325**

**ADDRESS: 167-01 GOTHIC DRIVE, JAMAICA, NY 11432**

**TELEPHONE: 718-658-1249**

**FAX: 718-658-1613**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q325      **SCHOOL NAME:** Hillside Arts and Letters Academy

**SCHOOL ADDRESS:** 167-01 Gothic Drive, Jamaica, NY 11432

**SCHOOL TELEPHONE:** 718-658-1249      **FAX:** 718-658-1613

**SCHOOL CONTACT PERSON:** Matthew C. Ritter      **EMAIL ADDRESS:** Mritter1@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Raquel Nolasco

**PRINCIPAL:** Matthew C. Ritter

**UFT CHAPTER LEADER:** Raquel Nolasco

**PARENTS' ASSOCIATION PRESIDENT:** Yvonne R. Davis and Renee Smith

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Jessica Winburn

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 28      **CHILDREN FIRST NETWORK (CFN):** CFN 404

**NETWORK LEADER:** Terry C. Byam

**SUPERINTENDENT:** Juan Mendez

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **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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Hillside Arts and Letters Academy opened in September of 2010, and is one of four schools that are currently co-located in the Jamaica High School Educational Complex, including Jamaica High School, The School for Community Leadership, and Queens Collegiate High School. The four schools share common areas such as the physical education facilities, lunchroom, auditorium, library, and the cafeteria.

The mission of Hillside Arts and Letters Academy (HALA) is to offer students a challenging college preparatory curriculum with a special emphasis on visual arts, music, and writing. Students at Hillside Arts become self-directed and resourceful learners with a deep appreciation for the arts as not only a source of enjoyment and personal growth but also as a path to understanding and changing society. We prepare students to graduate as independent thinkers who are academically well-rounded, creative, and especially well-prepared to innovate and collaborate.

HALA is a small school, partnered with the Institute for Student Achievement, an educational reform organization whose schools implement a research-based educational framework that has been proven to greatly improve student achievement. For example, last year almost 80% of ISA students graduated in four years, compared with 65% of comparison students. ISA also measures retention of students in college, and 88% of ISA graduates in the CUNY bachelor's degree program persisted into their second year. The nationwide figure for four-year colleges is 75%. This demonstrates that students in ISA schools not only graduate in greater numbers, but they are better prepared to succeed in college.

HALA chose DY0 for its 2010-2011 Periodic Assessment Plan. This year, we will conduct one predictive assessment and two performance assessments in ELA and Math. Periodic assessments will be administered for all students.

Thus far, there is little data to report demonstrating student performance at HALA, but at the time of this writing, HALA's attendance averaged over 92% and more than half of the students in attendance have passed all of their classes for the first marking period.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Hillside Arts and Letters Academy			
<b>District:</b>	28	<b>DBN #:</b>	Q325	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> * 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								

DEMOGRAPHICS							
Female							

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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/Teacher 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 your school's 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?
- 

Hillside Arts and Letters Academy is currently in its seventh week of operation, but has reviewed a significant amount of student performance data in order to allocate resources, develop an instructional program, and create a professional development plan including goals for student outcomes.

Data reflecting HALA's strengths are already emerging. Our attendance average is currently over 92%, and student engagement is very high across all classrooms. Currently, one-third of our students have perfect attendance, 23 students are on the honor roll, and 47 students who passed all of their classes.

First marking period data indicates clear areas for professional development and growth. Firstly, the data indicates a significantly lower passing rate for students with disabilities. The overall average grade for general education students at HALA was an 80, while the overall average grade for the students with disabilities was a 71. Also, the passing rate for general education students was 86% while the overall passing rate for students with disabilities was 65%. Our ELL population of 9 students has also demonstrated need of attention, with several students not yet receiving grades for courses because of the low level of English proficiency. Furthermore, we have a statistically high number of students in both math and ELA who had low scores on their 8<sup>th</sup> grade assessments.

We have a great many resources to employ to support all students at HALA. Our advisory program is an intensive support for all students. Advisory teachers and their students will form more personalized relationships in order to ensure that no students will slip through the cracks. It will also ensure that all students are maximizing their learning experiences at HALA. Our professional development program is greatly enhanced through our partnership with the Institute for Student Achievement.



## **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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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The findings and implications from the comprehensive needs assessment resulted in HALA's instructional framework and are further refined in the following school-wide goals:

- 1. Increase gains for students with disabilities.**
- 2. Develop an effective program for supporting ELLs.**
- 3. Develop and continuously improve our Advisory program.**
- 4. Increase college-preparatory literacy skill development among students.**

**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 2010-11 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, PLA, 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):** ELA/ESL, Math, Science, Social Studies, foreign language, the arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase gains for special needs students.</b> <b>By August of 2011, 75 % of students with disabilities will be promoted into grade 10.</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>	<ol style="list-style-type: none"> <li>1. Annual reviews for each grade 9 student will be conducted at the start of the school year to determine what services will best maximize achievement for each student.</li> <li>2. Special education teachers, ISA coach, and grade team will implement professional development plan to support all teachers in differentiating curriculum and using formative assessments to engage all students, including SWD.</li> <li>3. Teachers will utilize data from periodic assessment to plan instruction for all students, including SWDs.</li> <li>4. Professional development will be provided for all general education teachers on reading and implementing IEPs in the general education setting.</li> <li>5. Hire special education consultant to work with teachers weekly on differentiation and planning.</li> <li>6. Support teachers in implementing differentiation through the observation process.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. Employ a full-time special education teacher.</li> <li>2. Allocate per-session and ISA grant funds to faculty professional development sessions and team meetings.</li> <li>3. Allocate funding for materials and textbooks to support students with special needs.</li> <li>4. Allocate Title I Targeted Assistance for teacher salary, professional development funds, and supplies and equipment.</li> </ol>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Teacher observation reports commenting on evidence or lack of evidence of differentiation of instruction to support SWD.</li> <li>2. Analysis of scholarship report for special education students by grade for each marking period.</li> <li>3. Analysis of credit accumulation among special education students done each semester.</li> </ol>
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**Subject/Area (where relevant):** ELA/ESL, Math, Science, Social Studies, foreign language, the arts

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase gains for ELLs.</b>  <b>By August of 2011, 75% of ELLs will be promoted into grade 10</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Conduct professional development on effective teaching strategies for supporting ELLs during grade team meeting in October.</li> <li>2. Conduct additional professional development sessions on an ongoing basis.</li> <li>3. Implement teaching strategies for supporting ELLs across the curriculum.</li> <li>4. Implement a full program of ESL services as per Title III CR-154.</li> <li>5. Create Rosetta Stone accounts for each of the beginner ELL students.</li> <li>6. Design and implement a Title III supplementary program for supporting ELLs.</li> <li>7. Teachers will utilize data from periodic assessment to plan instruction for all students, including ELLs.</li> <li>8. Support teachers in implementing strategies to support ELLs through the observation process.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> <li>1. Employ a full-time ESL teacher.</li> <li>2. Allocate per-session and ISA grant funds to faculty professional development sessions and team meetings.</li> <li>3. Allocate funding for materials and textbooks to support students with special needs.</li> <li>4. Allocate Title I Targeted Assistance for teacher salary, professional development funds, and supplies and equipment.</li> </ol>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Teacher observation reports commenting on evidence or lack of evidence of differentiation of instruction to support ELLs.</li> <li>2. Analysis of scholarship report for special education students by grade for each marking period.</li> <li>3. Analysis of credit accumulation among ELLs done each semester.</li> </ol>
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**Subject/Area (where relevant):** Student Support

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Develop and continuously improve our Advisory program. Teachers will implement a high-quality advisory curriculum, and 85 % of students will receive a passing grade in advisory.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Conduct two summer advisory curriculum planning workshops prior to the start of the school year.</li> <li>2. Form partnership with Sing for Hope for enrichment of advisory program and professional development of teachers.</li> <li>3. Conduct bi-weekly advisory curriculum workshops during grade-level team meetings.</li> <li>4. Formalize accountability measures to ensure that advisors form relationships with the families of their advisees.</li> <li>5. Hold monthly advisory assembly programs for sharing out student work products.</li> <li>6. Development of survey to measure effectiveness and perception of advisory program.</li> <li>7. Formalize development and cataloging of advisory curriculum.</li> <li>8. Observations of Advisory classes.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> <li>1. Funding for teachers and support staff to meet every week after school for 90 minutes.</li> <li>2. Teacher quality: Per session for PD/Training/Retreats, consultants, coaches</li> <li>3. Materials and textbooks, class trips</li> <li>4. Class size reduction/Time on Task</li> </ol>

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

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

- 1. High success rates as evidenced in scholarship reports.
- 2. High levels of communication and engagement with school community as evidenced in Learning Environment survey.
- 3. Positive responses to the advisory program as evidenced in ISA student survey.

**Subject/Area (where relevant):** ELA and Across Disciplines

**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

**Increase college-preparatory literacy skill development among students. We will meet or exceed 80% of students passing ELA for this school year.**

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- 1. Provide curriculum development support through meetings with ISA coach and principal focused on inquiry and rigor in the ELA classroom.
- 2. Provide academic and social/emotional support to 100% of 9<sup>th</sup> graders through an intensive advisory program.
- 3. Offer extended-day tutoring in all subjects one afternoon per week.
- 4. Principal, AP, and ISA coach will conduct frequent formal and informal observations to support teacher’s development of best practices for teaching reading and writing in all classrooms.
- 5. Special education and ESL teachers will share best practices for supporting ELLs and students with IEPs through grade team meetings.
- 6. Teachers will identify best practices in teaching through the collaborative inquiry process during grade team meetings.
- 7. Design and implement a literacy-rich art class for all grade 9 students. Curriculum will be designed through collaboration between art teacher and ELA teacher.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> <li>1. Funding for after-school tutoring programs for every subject area.</li> <li>2. Teacher quality: Per session for PD/Training/Retreats, consultants, coaches</li> <li>3. Materials and textbooks, class trips</li> <li>4. Class size reduction/Time on Task</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. High success rates as evidenced in scholarship reports.</li> <li>2. Evidence of student progress collected during the collaborative inquiry process.</li> <li>3. DY0 assessment data.</li> </ol>

**Action Plan: The following are additional strategies (administrative, programming, instructional, AIS services) to meet the all goals as outlined in the above the action plans:**

**1. Instruction**

- Implementing the DOE mandated curriculum in balanced literacy and mathematics
- Classroom libraries will be established in every classroom
- Technology will be infused into the curriculum wherever possible to support students in developing skills and engagement.
- In collaboration with the school librarian, the campus media center will be utilized to support instructional strategies.
- Students will study topics in health and well-being in ninth-grade advisory.
- Administrators will meet one-on-one with teachers to discuss course passing rates (scholarship report) and plan curriculum adjustments accordingly.
- Grade team meetings will analyze data routinely, including most of the above-listed data to develop action plans and set goals.
- The principal's instructional cabinet will analyze data routinely.
- Supervision of teachers and observation reports will be aligned with the instructional framework.
- Data related to students with disabilities and ELLs will be shared and analyzed by staff routinely.

**2. Academic Intervention**

- All ninth-grade students, including those with special needs, will be programmed into an art class that supports the grade 9 ELA class to help raise literacy skills. All ELLs will be programmed by level as per NYSESLAT results.
- Extended-day activities will be implemented to afford students with opportunities to enhance understanding of course content. After school tutoring will be available one day per week for every subject area.

**3. Professional Development**

- Intensive professional development will be provided by an instructional coach, educational consultants, and assigned mentors.

- All teachers will participate on the grade-level inquiry team.
- Individual teachers will plan units and lessons with the help of the coach.
- All teachers will participate in grade-level team meetings where curriculum will be shared and critiqued using structured feedback protocols.

#### **4. Youth Development**

- Students will receive enhanced social and emotional support through HALA's intensive advisory program.
- Students will prepare for life after high school through integration of the following activities in advisory classes: frequent discussions of graduation requirements; vocational assessments; college visits; internships and summer employment; career explorations etc. All eleventh- and twelfth-grade students will complete a resume, personal statement, and CUNY college application.
- Weekly attendance meetings will be convened with the principal, guidance counselor, assistant principal, and community coordinator. A cumulative attendance report will be reviewed and potential long term absences are identified.
- Advisors, guidance counselors, and family worker will make phone calls, send attendance letters, and make home visits to ensure that all constituencies understand that good attendance is critical to success.
- HALA's instruction and programs will receive ongoing monitoring and supervision to ensure best instructional practices are utilized to attract students' interest and engagement.
- We will maintain ongoing conversations with the Office of Student Enrollment and Planning Operations to assess and review the mid-year admission of LTA students from another high school to HALA.
- A guidance counselor will be assigned to the grade team to work closely with them on attendance and personal issues within the students of that grade.
- Extended day programs will have an added feature of counseling available to students who are in need of support.
- Our community partners will provide support to parents and students relative to attendance improvement and access to outside agencies.
- A designated college counselor will work with twelfth-grade advisors to ensure that students are accepted into college or have created a detailed post-high school transition plan.
- General education students will receive support from advisors and school counselors.

#### **5. Parent and Community Engagement**

- A community walk, where staff members visit students and families in their homes, will be conducted to get a clearer sense of parents' concerns, develop agenda items for parent meetings, and to spark connections between family members and the school community.
- Parent association meetings will include more access to student progress information so that parents will have a viable reason for attending.
- We will continue to hold an end-of-term parent teacher conferences and award ceremonies as a means of engaging parents in their children's education.
- We will continue hosting a parent-award dinner where students recognize their parents.
- Guidance counselor, administration, teachers, and community coordinator will continue to provide resources to parents to support them in working with children.

#### **6. Safety and School Culture**

- Additional opportunities will be created for all schools to interact. Campus teams and other campus activities will underscore our commitment to creating a positive school/campus-wide climate.

- A security team consisting of an AP, guidance counselor, and a community coordinator support student safety at HALA.
- Bulletin boards in the hallways will highlight student work, creating a print-rich environment.
- Advisories will have on-going focus on creating a positive school environment for everyone.
- Teachers will spend time in the hallways during passing encouraging students into classes.
- Student government will work closely with administration to support and facilitate student activities towards student engagement with the HALA and campus learning community.
- HALA is committed to working with the other building principals, AP Security, and school custodian to ensure that school facilities support its instructional program.
- All issues relative to facilities will be addressed at the building principal council meetings for follow-up with school custodian.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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	53	36	47	32	5	0	0	0
10								
11								
12								

**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**

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• All students programmed into interdisciplinary Art class with curriculum designed to support grade 9 ELA class.</li> <li>• Increase classroom period to 50 minutes of instruction during the school day.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Inquiry and project-based instruction during the school day.</li> <li>• Team teaching in ELA classroom.</li> <li>• After-school tutoring one day per week.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Increase classroom period to 50 minutes of instruction during the school day.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Inquiry and project-based instruction during the school day.</li> <li>• Team teaching in math classroom.</li> <li>• After-school tutoring one day per week.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Increase classroom period to 50 minutes of instruction during the school day.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Inquiry and project-based instruction during the school day.</li> <li>• Team teaching in science classroom.</li> <li>• After-school tutoring one day per week.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Increase classroom period to 50 minutes of instruction during the school day.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Inquiry and project-based instruction during the school day.</li> <li>• Team teaching in math classroom.</li> <li>• After-school tutoring one day per week.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Thorough distributed counseling model. Counselors train advisors to form relationships with students during advisory classes in order to ensure all students are closely monitored for signs of social and emotional issues.</li> <li>• All at-risk students will meet with a counselor once per week during the day and/or after school</li> <li>• Mandated students with special needs will meet with counselor(s) as per IEP mandates</li> <li>• All ninth, tenth, and eleventh graders will have at least one meeting with a counselor per term during regular school hours</li> </ul>

<b>At-risk Services Provided by the School Psychologist:</b>	<b>NA</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>NA</b>
<b>At-risk Health-related Services:</b>	<b>NA</b>

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- ⊛ Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9                      Number of Students to be Served: 9      LEP 0      Non-LEP

Number of Teachers 1                      Other Staff (Specify) \_\_\_\_\_

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

Hillside Arts and Letters Academy opened in September of 2010, and is one of four schools that are currently co-located in the Jamaica High School Educational Complex, including Jamaica High School, The School for Community Leadership, and Queens Collegiate High School. The four schools share common areas such as the physical education facilities, lunchroom, auditorium, library, and the cafeteria.

The mission of Hillside Arts and Letters Academy (HALA) is to offer students a challenging college preparatory curriculum with a special emphasis on visual arts, music, and writing. Students at Hillside Arts become self-directed and resourceful learners with a deep appreciation for the arts as not

only a source of enjoyment and personal growth but also as a path to understanding and changing society. We prepare students to graduate as independent thinkers who are academically well-rounded, creative, and especially well-prepared to innovate and collaborate.

HALA is a small school, partnered with the Institute for Student Achievement, an educational reform organization whose schools implement a research-based educational framework that has been proven to greatly improve student achievement. For example, last year almost 80% of ISA students graduated in four years, compared with 65% of comparison students. ISA also measures retention of students in college, and 88% of ISA graduates in the CUNY bachelor's degree program persisted into their second year. The nationwide figure for four-year colleges is 75%. This demonstrates that students in ISA schools not only graduate in greater numbers, but they are better prepared to succeed in college.

HALA chose DY0 for its 2010-2011 Periodic Assessment Plan. This year, we will conduct one predictive assessment and two performance assessments in ELA and Math. Periodic assessments will be administered for all students.

Thus far, there is little data to report demonstrating student performance at HALA, but at the time of this writing, HALA's attendance averaged over 92% and more than half of the students in attendance have passed all of their classes for the first marking period.

Professional Development at HALA is intensive and ongoing. All faculty at HALA participate in grade level faculty team meetings that focus on the collaborative inquiry process for improving instruction. New teachers are assigned a mentor at HALA, and all teachers benefit from curriculum coaching led by an instructional coach from the Institute for Student Achievement. Teachers are also supported through formal and informal observations, and visits from the ISA coach. Teachers also participate in professional development workshops within the school and also through other programs.

## **Section II. Title III, Part A LEP Program Narrative**

**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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HALA currently has 93 students, 13 are English Language Learners of which 2 are students with special needs. HALA is an International school where rich mixtures of students attend. HALA currently has 2 are considered American 2.11%, 22 Asian/Pacific islander 23.16%, 15 Hispanic 15.79%, 35 Black 36.84%, 3 white 3.16% and 18.95% not reported. Ells are 12% of HALA's population

As part of its school-wide accountability initiatives, HALA has developed an approach to maximize the impact of instruction provided to our ELL students who are working towards acquiring English language proficiency as based on the NYSESLAT, with the ultimate goal of helping those students successfully meet all standards for the New York State Regents examinations. Students are engaged in challenging group and individual

projects grounded in solving real-life problems and fostering a culture of mutual respect, with an intense focus on achieving high academic standards.

HALA has organized its ESL program to implement CR Part 154 regulations and the No Child Left Behind Initiative. HALA is a Title I and Title III school. This funding helps sustain appropriate services for our ELLs to ensure their capacity to meet or exceed all state, city, and content standards. ESL services have been organized to reflect current research and practices.

During the 2009-2010 school year, HALA will serve approximately 13 ELLs. As mandated by CR Part 154, students receive English as a Second Language instruction based on the student's proficiency level. Students receive instruction in the four language modalities of listening, speaking, reading, and writing. The overall goal of our program is preparation of our ELL students to become English proficient as demonstrated on the NYSESLAT and ultimately to meet or exceed the standards for the New York State Regents exams.

Our ESL students receive instruction in English using ESL strategies and methodologies throughout the content areas. HALA provides a free-standing ESL program and a push-in model. Content-area support is given through the push-in model in specific content area subjects. Instruction is provided by three certified ESL teachers. The ESL teachers provide 540 minutes per week of ESL instruction for the beginning students in English language acquisition. This is provided through 360 minutes of ESL class and 180 minutes of collaborative team teaching in mathematics classes to ensure successful preparation for graduation. Intermediate students receive 360 minutes per week in ESL classes, while advanced students receive 180 minutes per week of instruction in ESL classes.

To better serve our ELL population, beginning and intermediate students will focus on English language acquisition through literacy in the content areas with the use of ESL strategies. The advanced students will focus on reading and writing skills necessary for the English Regents during their ESL period. All ELLs will work to enhance their proficiency in these areas during a special Saturday program for ELLs. The ESL teachers provide the development of academic language for our ELLs by having students address the four modalities with the use of scaffolding strategies (modeling, text representation, bridging, contextualization, schema building, and metacognitive development.) Teachers model discipline-specific language, making connections to students' prior knowledge in relevant ways, and constantly encouraging students, expecting a lot from them, supporting them, and inviting them to take risks.

The following strategies are being implemented to ensure that our ELLs meet the New York State ESL Learning Standards:

- Integrating vocabulary acquisition through implementation in all content-area lessons.
- Allowing sufficient time for conceptual analysis.
- Providing opportunities for practice of the new terms, as well as time for review, utilizing ESL strategies.
- Providing a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).
- Providing ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- Employing scaffolding techniques consistently (modeling, text representation, bridging, contextualization, schema building, and metacognitive development.)
- Providing the right amount of language support to move students from one level of understanding to a higher level throughout lesson.
- Displaying board work, difficult terms, graphs, and diagrams in a print-rich environment utilizing synonyms and clearly labeled processes.

- Providing opportunities to display the scaffold of content-area material in all levels of English language acquisition.
- Displaying samples of student comprehension and learning as well as rubrics at all levels of English language acquisition.
- Displaying a comprehensive review of key vocabulary through the use of word walls.

We will establish a successful writing program by implementing the following practices:

- Conducting explicit skill-based instruction. Students will write often and use their peers in the classroom as their audience. Students will work with partners to plan, write, revise, edit, and to provide each other with feedback. By examining each other's work, students have the opportunity to learn new words, and understand the mechanics of writing.
- Setting classroom protocols. The focus will be on the protocols of writing. Activities will include the understanding of the writing process, rules, and routines of writing. Students will be taught what to do during the editing stage and through conferencing. We will stress the use of dictionaries and highlighters for editing. Students will be asked to keep a notebook with thoughts, quotes, and notes for future writing. The teachers will manage time within the diverse writing activities not just within the 45-minute writing block, but also incorporating writing across the curriculum.
- Set high standards for writing. Although we implement all the learning standards in our ESL class, we also need to challenge every student with an enriched curriculum, which includes direct instruction on all the protocols and skills required to be a successful writer.
- Focusing on vocabulary development to increase vocabulary. Students will be engaged in enriched, story-related writing.
- Implementing a differentiated assessment process. Based on the level of second language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflection and debriefing.
- Use rubrics and self-evaluation. The teachers will incorporate writing rubrics to assess the level of proficiency in topics taught and they will utilize self-evaluation for self-discovery.
- Focus on Regents Preparation. All ELLs will participate in writing programs in preparation for Regents' examinations, both on Saturdays and during their ELA classes.

**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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All general education teachers will participate in in-house workshops on using ESL strategies in the general education classroom. Youth development personnel will participate in in-house training sessions on providing services for ELLs and families of ELLs. Each grade team will have a dedicated ESL member of the team to provide recommendations for general education teachers for how to better service ELLs.

Through the observation process, supervisors will highlight strategies for supporting ELLs for every teacher. Furthermore, the ISA coach will support teachers through frequent informal class visits.

One teacher will participate in QTEL workshops.

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### **Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</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**

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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.

HALA needs accurate translations of all documents pertaining to student fieldwork. Parent letters, notifications, academic programs and interventions, and calendars need to be addressed in the students' native language for full parental comprehension and involvement. Additionally, communication of the No Child Left Behind mandates, need be translated for parental information and discussion.

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.

Language	Number of Parents
Arabic	1
Spanish	3
Bengali	4
Pilipino	1
Hindi	1
Urdu	1
Tigre	1
Haitian-Creole	1

Through review of data in ATS, we have ascertained that we have the following translation needs, both in written and oral communications:

These needs have been determined through our staff's interactions with parents from the school community, Parent-Teacher Association meetings, and Parent Orientation feedback forms, learning surveys, and through feedback obtained at workshops for parents of ELLs. Furthermore, faculty have requested continued translation of key documents as appropriate for parent-teacher meetings to ensure that parents have the capacity to make informed decisions regarding their children. Our faculty, some of whom who are fluent in Spanish, will act as interpreters and translators for our Spanish Speaking parents when the need arises. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high other languages that are not actively spoken by staff members at the school and for translations of important documents.

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

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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.

Documents need to be translated by our support staff that are fluent in two or more languages and have experience translating documents from English into Spanish. Translation services will be used to provide information about a student's academic performance and approaches to increasing achievement; enhance parents' understanding of academic standards, assessments and tests. Other Department of Education programs that offer challenging learning opportunities and increase parent participation in school activities will be provided in the native language as well. The school will be in contact with the Department of Education's Translation & Interpretation Unit for translation of critical documents into other languages as needed. The parent coordinator and other bilingual professional staff will assist with translation of letters. The school will keep a binder in the parent coordinator's office containing translated documents and records of translations and interpretation services.

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.

Parents are critical to the academic success of our students. As a result of our interviews and assessment, we find that we need to continue focusing our efforts in three areas: (1) effective home-school communication; (2) involving all our parents in school decisions and providing services; (3) education for all our parents. Our guidance counselor and other faculty members who are fluent in Spanish will act as interpreters and translators for our Spanish Speaking parents when the need arises. Interpreters will be

on hand at parent-teacher conferences. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

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

Faculty members will be paid per-session to translate materials from English to Spanish. Two interpreter's dictionaries will be purchased and used by the translators. Translators will assist in school events, such as, Parent-Teacher conferences, PTA meetings, workshops, and other meetings between DOE staff and non-English speaking parents. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

**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 Schoolwide 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	53,986.00		
2. Enter the anticipated 1% set-aside for Parent Involvement:	540.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	2700.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	5399.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Hillside Arts and Letters Academy Parent Involvement Policy**

Parents and families of HALA students will be provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home-school partnerships, Regents/graduation information sessions, workshops which promote an understanding of performance standards and promotional criteria. HALA will also support families in accessing various community resources and services. To encourage parent involvement, HALA will:

- Conduct yearly Parent’s Association elections for the Executive Board
- Conduct monthly Parent’s Association Meetings
- Host a community walk where HALA staff visit students and families in their own homes
- Conduct annual parent walkthrough of all classes
- Host six parent-teacher conferences, well above the DOE mandated two conferences
- Provide parents with the opportunity for active and meaningful participation on the School Leadership Team
- Hold grade-level orientation for parents with classroom teachers, supervisors, guidance, and related-services providers
- Distribute all notices in proper translations
- Recognize parents’ accomplishments through annual parent award dinner

**Hillside Arts and Letters Academy School Parent Compact  
2010-2011**

**SCHOOL AGREES TO:**

1. Convene an annual meeting to inform parents and guardians of the Title 1 Program and their right to be involved, and to offer a flexible number of additional meetings at various times for parents and guardians.
2. Provide up to date information on the provisions of the “No Child Left Behind (NCLB) Act” of 2001.
3. Provide parents and guardians with the information they need about all programs, and to actively involve them in planning, reviewing, implementing, and improving Title 1 Programs.
4. Provide performance profiles and individual student assessment results and other pertinent individual and school district information.
5. Provide ongoing communication between the school and the parents and guardians through parent-teacher conferences, progress reports, letters, access to the staff, and opportunities to participate in and observe school activities.
6. Assure parents and guardians that they may participate in appropriate staff development activities.

**PARENT/GUARDIAN/CARE-GIVER AGREES TO:**

1. Become involved in/with the comprehensive education plan.
2. Become involved with the School Leadership Team.
3. Attend Parent Association Meetings
4. Attend Parent Teacher Conference(s)
5. Work with their children’s school- work and progress toward graduation.
6. Monitor their children’s school attendance, homework, grades, and non-school activities.
7. Share responsibility for improving for improving student achievement.
8. Communicate with the school about their children’s educational needs, and about their own needs as parents and guardians of high school students.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide 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.

1. 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.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) 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 Schoolwide 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.

3. Instruction by highly qualified staff.
4. 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 Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. 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.
8. 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.
9. 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.
10. 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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal					
Title I, Part A (ARRA)	Federal					
Title II, Part A	Federal					
Title III, Part A	Federal					
Title IV	Federal					
IDEA	Federal					
Tax Levy	Local					

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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.

1. Use program resources to help participating children meet the State standards.  
Refer to action plan section of CEP above, which summarizes our instructional program and strategies for supporting all students.
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
All faculty members at HALA routinely review student data disaggregated to reflect progress of student populations, including Title I eligible students. Professional development and school planning will always incorporate plans for participating children.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;Refer to action plan section of CEP above, which summarizes our instructional program and strategies for supporting all students.
4. Coordinate with and support the regular educational program;  
Refer to action plan section of CEP above, which summarizes our instructional program and strategies for supporting all students.
5. Provide instruction by highly qualified teachers;  
All teachers at HALA are currently highly qualified.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
All teachers will participate in weekly professional development through our grade-level faculty team meetings.  
Professional development workshops will take place during mandated staff development days.  
Faculty will participate in Network PD programs, workshops offered internally through the NYCDOE, and workshops offered by outside organizations.  
First-year teachers will be assigned mentors.  
All teachers will receive support from an instructional coach from partner organization Institute for Student Achievement.  
Teacher development will be supported by the observation process.  
Administrators will participate in Network walkthroughs of schools and “Instructional Rounds.”
7. Provide strategies to increase parental involvement; and  
See Parent Involvement Policy above.

8. Coordinate and integrate Federal, State and local services and programs.  
Guidance counselor and administrators will liaise with local services and programs to leverage their capacity to support student progress.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: 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>

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### **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.)

As of October 2009, HALA has 1 student currently living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
  - Counseling service
  - Reduced class sizes
  - Academic intervention service
  - Free lunch
  - Access to highly qualified teacher
  - Transportation/Metro cards
  - Referral to outside agencies including mental health, legal services, insurance, etc.

### **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 your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	HILLSIDE ARTS & LETTERS ACADEMY						
<b>District:</b>	28	<b>DBN:</b>	28Q325	<b>School</b>		342800011325	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungraded
	2		6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7			0				60.0
Grade 8			0				
Grade 9			93				
Grade 10			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11			0				
Grade 12			0				
Ungraded			0				
Total			93	(As of October 31)	2007-08	2008-09	2009-10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			1	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			9	Superintendent Suspensions			
Number all others			0				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			
English Language Learners (ELL) Enrollment: (BESIS Survey)			
Early College HS Program Participants			

(As of October 31)	2008-09	2009-10	2010-11	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes			TBD	(As of October 31)	2007-08	2008-09	2009-10
# in Dual Lang. Programs			TBD	Number of Teachers			
# receiving ESL services only			TBD	Number of Administrators and Other Professionals			
# ELLs with IEPs			TBD				

*These students are included in the General and Special Education enrollment information above.*

Number of Educational Paraprofessionals			
-----------------------------------------	--	--	--

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			3.2	% core classes taught by "highly qualified" teachers			
Black or African American			48.4				
Hispanic or Latino			16.1				
Asian or Native Hawaiian/Other Pacific			26.9				
White			4.3				
<b>Male</b>			48.4				
<b>Female</b>			51.6				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
							v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>			
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 404</b>	District <b>28</b>	School Number <b>325</b>	School Name <b>Hillside Arts &amp; Lett</b>
Principal <b>Matthew C. Ritter</b>		Assistant Principal <b>Juan J. Acosta</b>	
Coach		Coach	
Teacher/Subject Area <b>Matthew Gologor</b>		Guidance Counselor <b>Marilyn Rodriguez-Ortiz</b>	
Teacher/Subject Area <b>Matthew Yellin</b>		Parent	
Teacher/Subject Area <b>Raquel Nolasco</b>		Parent Coordinator <b>Rollington Cohen</b>	
Related Service Provider		Other	
Network Leader <b>Terry Byam</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
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>95</b>	Total Number of ELLs	<b>13</b>	ELLs as Share of Total Student Population (%)	<b>13.68%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### SCHOOL PROFILE

The mission of Hillside Arts and Letters Academy is to offer students a challenging college preparatory curriculum with a special emphasis on visual arts, music, and writing. Students at Hillside Arts become self-directed and resourceful learners with a deep appreciation for the arts as not only a source of enjoyment and personal growth but also as a path to understanding and changing society. We prepare students to graduate as independent thinkers who are academically well-rounded, creative, and especially well-prepared to innovate and collaborate. We are committed to preparing students to be active members in their communities, their country, and their world. Through a curriculum grounded in the development of writing, with an integrated Arts theme, students obtain a comprehensive education and explore the relevance of that education to their lives as productive citizens. Every student is held to the highest standards, directed towards extensive opportunities for intellectual engagement, and becomes knowledgeable about pressing issues relevant to their lives and society.

HALA is a new school opened in September 2010. As one of four schools housed on the Jamaica Campus, HALA shares the gymnasium, auditorium, cafeteria, library, pool and health as well as some supportive services for IEP students. HALA currently has 93 students, 13 are English Language Learners of which 2 are students with special needs. HALA is an International school where rich mixtures of students attend. HALA currently has 2 are considered American 2.11%, 22 Asian/Pacific islander 23.16%, 15 Hispanic 15.79%, 35 Black 36.84%, 3 white 3.16% and 18.95% not reported. ELLs are 12% of HALA's population.

HALA is recognized as a high-quality academic option for Queens families. HALA is committed to working with the Jamaica High School staff and the other two schools to transform community perceptions by offering a rigorous instructional program in a safe, nurturing environment.

The Institute for Student Achievement is our partner in creating/evaluating a rigorous curriculum that serves as a pillar to achieving learning goals for all students. The Institute for Student Achievement (ISA) provides support in professional development, teacher coaching, planning retreats, and extended day programs. Make the Road New York provides support to our parent community, offers after-school tutoring, and provides material that supports HALA's academic goal of preparing each student for college.

#### THE IDENTIFICATION PROCESS

Our ESL program will service approximately 13 students during the 2010-2011 school year as per the LAB-R and NYSESLAT. Hillside Arts and Letters Academy follows these procedures for identifying potential ELLs. The HLIS is given to all students who are entering for the first time a New York City public school. If the home language is other than English or student's native language is other than English a formal interview is conducted by a pedagogue in the student's native language. The assistant principal also meets with the parents for a formal interview in the parent's native language.

Out of our 13 ELLs 3 speak Spanish, 3 students speak Bengali, 1 Arabic. At registration, the parent came with a translator. At this point, we do not have a staff member that speaks Bengali, but employed personell from another agency to assist us with translation. For parents who need language assistance in other than the languages that are not spoken at the school, the guidance counselor will contact the NYC Department of Education Translation and Interpretation Unit for assistance in conducting the formal interviews and for the translation of documents. After formal interview with the student, parent, and a review of the HLIS, if student is identified as a speaker of a language other than English, the Language Assessment Battery-Revised (LAB-R) is administered in the first 10 days of attendance at the school. If the student's home language is Spanish the Spanish LAB-R is also administered. If the student scores at Beginning, Intermediate or Advanced level is identified as Limited English Proficient (LEP). Student is then placed in appropriate program.

#### PERIODIC EVALUATION

Students will then receive an annual assessment. The assessment is the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores at Beginning, Intermediate or Advanced level student continues services. Students scoring at the proficient level, student is no longer LEP and student enters general education program. Students receive English as a Second Language instruction based on the student's proficiency level as mandated by CR Part 154. Students receive instruction in the four language modalities of listening, speaking, reading and writing. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstrated in the NYSESLAT and meeting the standards for the New York State Regents examinations.

Students are evaluated during the enrollment process and an interpreter is made available if necessary. The guidance counselor asks parents to complete a home language survey (HLIS) that serves to identify if students are illegible for LAR-B testing to start the process of placing them in an English Language Learner's program. The LAB-R test is administered by the ESL teacher within the first 10 days of school. It is scored in house and sent to the scanning center to determine level Beginners, Intermediate, Advanced or proficient.

If the student is identified as an English Language Learner the parent is asked to attend an orientation session where they are informed of our program for ELLs and given choices of available programs at other sites. Parents will be shown a video and given literature so they can understand the differences of a Transitional Bilingual, Dual Language, Freestanding ESL program. At these sessions we provide written and visual material for parents to explore and take home in their native language.

Parent Survey and Program Selection forms indicate that most parents prefer to have their child enrolled in a Transitional ESL Program; therefore, HALA provides a Free-Standing ESL Program. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. HALA is proud to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, ELL parents are kept informed of all school activities by voice messenger and notices are sent home to involved parents in the life of our school. During the school year, HALA provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

Parents are informed in English and in their native language of their student's progress. Each fall, a Continuation of Service letter is mailed to parents whose child does not meet the State designated level of proficiency. At this time, parents can choose whether or not they wish to have their child continue in their present program. A review of HALA parent selection letters will form the basis for continued dialogue of working toward meeting the needs and goals of our families.

The New York State English as a Second Language test (NYSESLAT) will be administered every spring where students are again evaluated to properly categorize them into levels and effectively program them with a cohort that will better serve their individual needs. This test also serves as a measuring bar to gauge their growth over a period of time. Extra supportive programs are developed according to the evaluation of these and other test results.

ELLs who score below the state designated level of proficiency on the NYSESLAT exam will be required to continue receiving ESL services. Students who score under the State designated level of proficiency and exit the program will no longer be eligible for ESL services. These students will be monitored for one year and provided with supplementary support as necessary in order to ensure that

they are succeeding.

The ESL classroom teacher will distribute and retrieve compliance letters. He will check off students' names and refer them to the administrative staff if any refuse to submit forms in a timely manner.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										6				6
<b>Push-In</b>										7				7
<b>Total</b>	0	0	0	0	0	0	0	0	0	13	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						

ESL	8	1	1	1		1	2			11
Total	8	1	1	1	0	1	2	0	0	11
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3				3
Chinese														0
Russian														0
Bengali										3				3
Urdu														0
Arabic										1				1
Haitian										1				1
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										4				4
<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>								

Dual Language (ELLs/EPs)																					
K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3				3
Chinese														0
Russian														0
Bengali										4				4
Urdu										1				1
Arabic										1				1
Haitian										1				1
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	13	0	0	0	13

## Part IV: ELL Programming

### A. 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.

1a. Students receive English as a Second Language instruction based on the student's proficiency level as mandated by CR Part 154. Students receive instruction in the four language modalities of listening, speaking, reading and writing. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstrated in the NYSESLAT and meeting the standards for the New York State Regents examinations. HALA provides a Free Standing ESL program and a Push-In model. During the 2010-2011 school year, instruction will be provided by one certified ESL teacher. The ESL program is based on student's level on the NYSESLAT and LAB-R. The ESL teachers will provide 540 minutes per week of ESL instruction for the beginning students in English language acquisition, 360 minutes a week for intermediate students and 180 minutes a week of ESL instruction and 180 minutes of ELA instruction for the advanced students as per the Language Allocation Policy and as mandated by CR Part 154.

1b. Our beginner and intermediate students receive services through two periods of self-contained ESL instruction along with one additional period of push-in services. The self-contained class is a heterogeneous class with mixed levels. They travel together through a block program to receive services through a push-in model in a content area class. Our advanced students receive one period of push-in service in a content-area class. The ESL teachers will provide a push in model in our Math and Science classes and support services in the ELA, Social Studies and Math content areas to provide services to all IEP/ELL students. Teachers will plan collaboratively with content area teachers on the use ESL scaffolding strategies / methodologies to assist the ELL population in their classes.

2. In our English as a Second Language Program students are grouped according to language proficiency as determined by their New York State English as a Second Language Achievement Test (Beginner, Intermediate, and Advanced). Students in ESL receive all instruction in English using ESL methodologies that are aligned with ELA standards and city-wide core curriculum. Instruction in all classes is conducted in English, by our licensed and certified ESL teacher using scaffolding and ESL methodology techniques (modeling, schema building, and contextualization). In accordance with State mandates, beginning students receive a minimum of 540 minutes of ESL instruction weekly; students who are at the intermediate level of English proficiency are programmed for at least 360 minutes per week of instruction, while Advanced students receive 180 minutes per week of ESL instruction as well as 180 minutes weekly of ELA instruction. For SY 2010-2011, classes are programmed a ratio of one teacher for every 20 students in all content area classes. The ESL teacher collaborates with ELA and Math and other subject teachers to ensure that highly specialized vocabulary and content material is rendered more accessible to ELLs. Students are further supported by our Title III Program.

3. HALA delivers instruction in content area classes to enrich language development chiefly through teacher collaboration and grade-wide implementation of effective strategies for ELLs. All teachers who serve our ELLs meet for 90 minutes per week and share strategies for supporting individual and groups of ELLs. Our ESL teacher is present in these meetings, and contributes to the support of ELLs in content-area classes by modeling strategies and providing professional development for content-area teachers who are on the team.

Our ELLs are further supported in content-area classes through our grade-wide instructional approach which emphasizes project-based curriculum, and collaborative learning. ELLs consistently work in groups or pairs where they are supported by their peers.

## 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
We believe that students have language supports present in English literacy and, therefore, all ELLs are encouraged to be cognizant and continue their development of the first language. The school will utilize Title III funds to supplement	
linguistic development of ELL students.	
Long-Term ELLS	
The school will utilize Title III funds to secure support for	
we will provide early morning/after-school and Saturday Programs as well as development of individualized intervention plans based on the needs of the student.	
Special Education ELLs	
<b>TIME</b>	<b>BEGINNERS      INTERMEDIATE      ADVANCED</b>

school programs. In addition, we will provide special education ELLs with the core curriculum and necessary support to ensure success. Special education teachers, and SBST will work closely with ESL teachers to ensure that placement responds to students' academic and developmental needs in harmony with their IEPs.

### Review of Policy

This policy will be reviewed each September after the NYSESLAT data is available and any necessary changes will be made. Students will be reprogrammed and placed in the appropriate class according to their NYSESLAT results. The policy will be reviewed once again in June in order to plan for the upcoming school year.

We are considering ways to fund after-school Regents-prep program and individualized tutoring. ESL instruction will be strengthened by our continued participation in ongoing network professional development, the ELL Teacher Academy and the continued support of the Instructional Support Specialist (ISS) who will work with teachers on instructional approaches and on improving student achievement.

## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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5. Our chief targeted intervention program for ELLs is our Extended Day program, funded through collaboration with our partner organization the Institute for Student Achievement. Our ELLs all participate in tutoring during a 50-minute period after school in each subject area, and also in a group for ELLs only, taught by our ESL teacher.

HALA has organized its ESL program to implement Part 154 regulations and the No Child Left Behind Initiative. HALA is a Title I and Title III school. This funding helps ensure that ELLs receive the appropriate services in order to meet or exceed all state, city, and content area standards. ESL services have been organized to reflect current research and best practices.

The program presently services 13 students as per the NYSESLAT and the LAB-R. The majority of ELLs at HALA are at the beginners level with 6 students. There are 4 students at the Intermediate level and 3 students at the Advanced level of the NYSESLAT. Students receive English as a Second Language instruction based on the student's proficiency level. Students receive instruction in the four language modalities of listening, speaking, reading, and writing. The overall goal of our program is preparation of our ELL students to become English proficient as demonstrated via the NYSESLAT and in meeting the standards for the New York State Regents exams.

The ESL teachers provide 540 minutes per week of ESL instruction for the beginning students in English language acquisition. This is provided through 360 minutes of ESL class and 180 minutes of collaborative team teaching in Mathematics classes to ensure successful preparation for graduation. Intermediate students receive 360 minutes per week in ESL classes, while advanced students receive 180 minutes a week of instruction in ESL classes. The ESL teachers push into the content area subjects to work collaboratively with content area teachers on using ESL methodologies to assist the ELL population in the class. ELL students are developing academic English Language Arts skills while receiving content area credit.

To better serve our ELL population, beginning and low intermediate students will focus on English language acquisition through literacy in the content areas with the use of ESL strategies, while the high-intermediate and advanced will focus on reading and writing during a Saturday program we are organizing. The ESL teacher provide the development of academic language for our ELLs by having students address the four modalities in an English subject matter class with the use of scaffolding strategies (modeling, text representation, bridging, contextualization, schema building, and metacognitive development.)

The following strategies are being implemented to ensure that our ELLs meet the New York State ESL Learning Standards:

- Integrating vocabulary acquisition through implementation in all content area lessons.
- Allowing sufficient time for conceptual analysis.
- Providing opportunities for practice of the new terms and time for review utilizing ESL strategies.
- Providing a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).
- Providing ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- Employing scaffolding techniques consistently (modeling, text representation, bridging, contextualization, schema building and metacognitive development) and providing the right amount of language support to move students from one level of understanding to a higher level throughout lesson.
- Displaying board work, difficult terms, graphs, and diagrams in a print rich environment utilizing synonyms and clearly labeled processes.
- Providing opportunities to display the scaffold of content area material in all levels of English language acquisition.
- Displaying samples of student comprehension and learning as well as rubrics at all levels of English language acquisition.
- Displaying a comprehensive review of key vocabulary through the use of word walls.

We have designed and implemented in the free-standing ESL Program and the ESL push-in model a focus on the diversified needs of our ELL students with regards to the four language modalities of listening, speaking, reading, and writing. The ESL program seeks to provide our English language learners complete accessibility to a standards based academic curriculum that parallels that of the English proficient students. We have also made the after-school tutoring program available for our ELLs. We are working to organize Saturday ESL Academy for our ELL students based on the New York State ESL Learning Standards. We are also giving thought to developing the language modality of writing during an after-school writing program. Lower performance in the writing component of the NYSESLAT implies that our LAP and instructional focus must be modified. We ensure that there is quality instruction for every child, in every classroom, every

day, to enable students to become critical thinkers, creative problem solvers, and to achieve their personal best. Our instructional policy will now focus more on the writing component. We will establish a successful writing program by implementing the following practices:

- Conducting explicit instruction in key skills. Students will write often and use their peers in the classroom as their audience. Students will work with partners to plan, write and edit, and to provide each other with feedback. By examining each other's work, students have the opportunity to learn new words, and understand the mechanics of writing.
- Setting classroom protocols. The focus will be on the protocols of writing. Activities will include the understanding of the writing process, rules and routines of writing. Students will be taught what to do during the editing stage and conferencing. We will stress the use of dictionaries and highlighters for editing. Students will be asked to keep a notebook with thoughts, quotes and notes for future writing. The teachers will manage time within the diverse writing activities not just within the writing block, but also incorporating writing across the curriculum. There will also be a computer corner with directions for accessing programs, the Internet and word processing programs.
- Set high standards for writing. Although we implement all the learning standards in our ESL class we also need to challenge every student with an enriched curriculum, which includes direct instruction on all the protocols and skills on how to be a successful writer.
- Focusing on vocabulary development to increase vocabulary students will be engaged in enriched story-related writing.
- Implementing a differentiated assessment process. based on the level of second language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflection and debriefing.
- Use rubrics and self-evaluation. The teachers will incorporate writing rubrics to assess the level of proficiency in topics taught and they will utilize self-evaluation for self-discovery.
- The learning environment will display teacher and student generated charts and graphs. Instructional materials will be available, as well as the classroom libraries. Word walls for all content areas will be displayed and each child will have reading logs and writing journals. Student work will be organized in work folders and prominently displayed in all areas of the cooperative learning environment.

6. Former ELLs are programmed to receive the same support as our Advanced ELLs, including push-in support during content area classes. They also benefit from the grade-wide project-based curriculum and emphasis on collaborative learning.

7. Next year we are planning to enrich our intervention services for ELLs to include Saturday classes in addition to our after-school programs. In addition, we will purchase materials such as Rosetta Stone and other language enrichment supports for use in ESL and content-area classrooms.

8. N/A

9. Our ELLs participate broadly in school programs, such as our music club, after-school theater class, PSAL teams, and various other activities on campus.

10. We currently have leveled classroom libraries, translation dictionaries, and we have Rosetta Stone online account memberships for our Beginner students.

11. Through our emphasis on project-based curriculum, our students' native language skills are strengthened as they complete culminating projects for units of study in their self-contained ESL class, and in their extended day period 9 class.

12. Yes.

13. Our newly enrolled ELLs participate in a "summer bridge" orientation program so they can understand their schedule, meet school faculty, learn where classrooms are, and get to know their peers.

14. At this point in time, as we are in our first year, we do not offer any language electives.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

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

Professional development is ongoing at HALA. We recognized that building teacher capacity to serve English Language Learners will translate into better student achievement. Our professional development program will focus on providing participating teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners within all content areas. Some topics that will be addressed during these professional development sessions include:

1. Scaffolding Across The Curriculum; Strategies & Implementation (multi-session study group)
  2. Differentiated Instruction
  3. Preparing ELLs to Meet City & State Standards to Gain a Clear Understanding of the NYSESLAT/Regents
  4. Push-in & Team Teaching Strategies Implementation (multi-session study group)
  5. Teaching science to ELL students
  6. Interactive Learning and the ELL Student
  7. Writing Strategies for ELLs: Regents Strategies & DBQ
- Intensive professional development will be provided by an instructional coach, educational consultants, and assigned mentors.
  - All teachers will participate on grade-level inquiry teams.
  - Individual teachers will plan units and lessons with the help of the coach.
  - All teachers will participate in grade-level team meetings where curriculum will be shared and critiqued using structured feedback protocols.
  - All teachers will plan curriculum collaboratively with grade teams and learn from inter-visitations.

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - o The literacy needs of our ELL population.
  - o Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments.
  - o Technology sessions instruct content area teachers in how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - o Scaffolding in the content areas.
  - o Differentiation in the ESL classroom.
  - o ESL in the mathematics classroom.
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers, including: Quality Teaching Workshops for our ELA, ESL, and Social Studies teachers.

Our bridge program at HALA has trained facilitators to effectively implement an intensive personalization program, which emphasizes the development of individualized, lasting relationships between students and staff members. The advisory program facilitates the development of these relationships. Students attend advisory class four days per week in the ninth and stay with the same teacher for one years. Advisory classes contain no more than 15 students, and they serve as a crucial support to students who are working hard to meet standards. These

classes are particularly important to our ELLs because of the support they receive from their advisor. In addition, ELLs receive support through our Monday through Thursday tutoring sessions and their participation in six school clubs.

ESL teacher will participate in school-wide professional development provided by the administration/teachers/ISA/Support Organization personnel in charge of providing support for ELLs and Special Education services, on topics including using data to drive instruction, using team-teaching strategies to support the general education teacher, and developing students' writing strategies. All general education teachers will participate in in-house workshops on using ESL strategies in the general education classroom. Youth development personnel will participate in in-house training sessions on providing services for ELLs and their families. Each grade team will have a dedicated ESL member of the team to provide recommendations for general education teachers for how to better service ELLs.

### E. Parental Involvement

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

Parents and families of HALA students will be provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home-school partnerships, NYS Regents information sessions, workshops which promote an understanding of performance standards and promotional criteria. HALA will support families in accessing information from DOE resources such as ARIS and various community resources and services. To encourage parent involvement, we will:

- Conduct yearly Parent's Association elections for the Executive Board
- Conduct monthly Parent's Association Meetings
- Conduct annual parent walkthrough of all classes
- Host the regular parent-teacher conferences mandated by DOE and additional sessions for parents of at risk students
- Provide parents with the opportunity for active and meaningful participation on the School Leadership Team
- Hold grade-level orientation for parents with classroom teachers, supervisors, guidance, and related-services providers
- Distribute all notices in English and students native language when possible
- Recognize student/parent accomplishments through annual award dinner

Parents of ELLs will join our school on trips that will add to their culture experience. Our guidance counselor will interview parents to assess their interests in contributing to our school community.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		Matthew C. Ritter
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

## Part VI: LAP Assurances