



HILLCREST HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: HILLCREST HIGH SCHOOL 28Q505
ADDRESS: 160-05 HIGHLAND AVENUE, JAMAICA ESTATES NY 11432
TELEPHONE: (718) 658-5407
FAX: (718) 739-5137

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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 160-05 Highland Avenue, Jamaica Estates NY 11432

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ronald Thompson

PRINCIPAL: Stephen M. Duch

UFT CHAPTER LEADER: Matthew Strong

PARENTS' ASSOCIATION PRESIDENT: Audrey Brown

STUDENT REPRESENTATIVE:
(Required for high schools) Katty Garces

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28Q505 **CHILDREN FIRST NETWORK (CFN):** New Visions

NETWORK LEADER: Derek Smith

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
STEPHEN M. DUCH	*Principal or Designee	
Matthew Strong	*UFT Chapter Chairperson or Designee	
Audrey Brown	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Vidya Umades Katty Garces	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
David Morrison	CSA Representative, if applicable	
Lorraine Jean-Felix	Member/Vice President	
	Member/Secretary	
Marvett Burke	Member/Treasurer	
	Member/PTA	
Stanley Hill	Member/PTA	
Matthew Strong	Member/UFT	
Manny Digenakis	Member/UFT	
Lavonia Fricano	Member/UFT	
Ronald Thompson	Member/UFT	

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.

PART 1: SCHOOL VISION AND MISSION

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

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

PART II: NARRATIVE DESCRIPTION OF THE SCHOOL

Demographics:

School Enrollment - 3385

Grades served: 9, 10, 11 & 12 Attendance Rate: 84%

Number of Teachers: 176 #LEP: 404 # Special Education: 309

For high schools (09-10): Dropout rate: General Ed: 4.2% Special Ed: 0.6 %

Graduation Rate: Cohort 68.7% Free Lunch: 65.5%

% Overage for grade entering Class: Entering class meeting standard in ELA: 26.62%

Mathematics: 36.10%

***All data 2010-2011 information**

Hillcrest High School: Needs and Characteristics

Hillcrest High School is located in a rapidly evolving neighborhood in Jamaica, Queens. With a current enrollment of approximately 3385 students, our school is at 109% utilization and is on a nine period day. Recently Hillcrest was recognized as one of three New York City schools to be considered New York State Blue Ribbon School of Excellence and a National School of Change. Despite or because of this prestigious recognition, academic issues remain a major concern and focus of the entire school community.

Overall student population is 39.20% African American, 31.88 Asian (many from India and Pakistan), 21.65 Hispanic (from various parts of Central and South America, as well as the Caribbean) and 2.60% Caucasian. Seventeen percent of our students are recent immigrants. Forty eight percent of the students come from homes below the poverty level. The student mix at Hillcrest spans a wide range that includes a significant population of newly emigrated students whose families have come to America to seek a better life, a true middle class group whose parents are college educated, and a sizable population of working class students whose parents have aspirations for their children to be college educated. However, the many disparate elements of our school population are all reached through a fully integrated education model in which both Bilingual and Special Education students have equal access to all services provided. A bilingual Spanish program is in place serving the needs of recent immigrant populations. Hillcrest is also the recipient of a grant from the Bill and Melinda Gates Foundation, the purpose of which is to maintain large high schools as fully functional learning communities while simultaneously providing for the advantages of small learning communities within the larger school setting. Hillcrest has spent the 2005-2006 planning for the implementation of these small learning communities, which went into effect in September, 2006. Receipt of this grant was a significant honor for the school, for it was given only to those large schools recognized as being far advanced in effectively educating its students.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (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					
School Name:	Hillcrest High School				
District:	28	DBN #:	505	School BEDS Code:	342800011505

DEMOGRAPHICS									
Grades Served in 2009-10:	<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			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					84.0	86.5	86.6		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.8	93.6	93.6		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					36.5	32.7	32.0		
Grade 8									
Grade 9	1102	945	875	Students in Temporary Housing: Total Number					
Grade 10	933	976	879	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	683	653	732		30	96	17		
Grade 12	617	703	616						
Ungraded	14	9	16	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	3349	3286	3118		105	91	111		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	118	62	26						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	42	99	144	Principal Suspensions	6	4	3
Number all others	148	148	119	Superintendent Suspensions	1	2	2
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(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	N/A	785	1165
# in Trans. Bilingual Classes	130	126	137	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	259	276	261	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	23	18	31	(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	177	176	176
				Number of Administrators and Other Professionals	67	68	68
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	6	5	5
(As of October 31)	2007-08	2008-09	2009-10				
	164	176	131				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100.00	100.00	100.00
American Indian or Alaska Native	0.5	0.7	0.90	Percent more than two years teaching in this school	77.0	79.8	79.8
Black or African American	48.0	46.9	44.2	Percent more than five years teaching anywhere	61.2	65.6	65.5
Hispanic or Latino	22.4	22.2	22.5				
Asian or Native Hawaiian/Other Pacific Isl.	26.8	28.1	29.9	Percent Masters Degree or higher	84.0	85.0	85.0
White	2.2	2.0	2.1	Percent core classes taught by "highly qualified" teachers	85.0	87.9	87.9
Multi-racial	N/A	0.2	0.8				

DEMOGRAPHICS							
Male	41.9	41.3	42.1	(NCLB/SED definition)			
Female	58.1	58.7	57.9				

2009-10 TITLE I STATUS				
* Title I Schoolwide Program (SWP)		● Title I Targeted Assistance		● Non-Title I
Years the School Received Title I Part A Funding:	● 2006-07	● 2007-08	● 2008-09	* 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes ● No *		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes ● No *							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase</u> (Check ✓)				<u>Category</u> (Check ✓)			
				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				✓	√ ^{SH}		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Hispanic or Latino				√SH	✓	
Asian or Native Hawaiian/Other Pacific Islander				✓	✓	
White				-	-	
Multiracial				-	-	
Other Groups						
Students with Disabilities				√SH	√SH	
Limited English Proficient				√SH	✓	
Economically Disadvantaged				✓	✓	
Student groups making AYP in each subject				✓	✓	
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√SH	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	57.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	10.4	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	32.8	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	6	Quality Statement 5: Monitor and Revise	Proficient
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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

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

PERFORMANCE ON REGENTS EXAMS FOR ALL STUDENTS (As of 06/30/2010)

Regents	#Tested	% 55-100	% 65-100	% 85-100	A.G.E.	%A.G.E. Passed
English						
2009-10	842	67.1	55.7	13.1		
2008-09	1063	74.3	57.2	10.7		74.38
2007-08	843	72.0	53.7	13.6		72.0
2006-07	1001	69.0	49.0	9.0		
2005-06	956	77.0	62.0	10.0		
2004-05	967	74.7	58.1	9.7	780	92.6
2003-04	1560	74.0	62.4	15.2	787	66.4
2002-03	793	70.9	57.5	10.3	780	72.1
2001-02	594	69.7	47.1	8.6	721	38.8

MATH A						
2008-09	N/A	N/A	N/A	N/A	N/A	N/A
2007-08	551	63.5	30.5	0.4		63.5
2006-07	1032	81.0	55.0	8.0		
2005-06	1056	83.0	55.0	5.0		
2004-05	1074	72.45	48.0	3.6	780	99.7
2003-04	871	81.6	60.5	4.7	787	90.3
2002-03	817	57.6	33.9	2.8	780	60.4
2001-02	646	39.9	18.0	0.9	721	16.1
Biology/Living Environment						
2009-10	920	71.5	54.4	7.17		
2008-09	741	79.2	59.1	3.9		79.2
2007-08	776	71.2	44.9	3.6		71.2
2006-07	660	73.0	41.0	2.2		
2005-06	795	71.0	45.0	3.0		
2004-05	687	71.9	45.6	4.5	780	63.4
2003-04	616	82.0	58.7	3.6	750	67.3
2002-03	587	89.0	61.0	3.2	780	51.0
2001-02	561	87.5	70.4	4.6	721	54.8
Global History						
2009-10	928	64.1	49.8	11.4		
2008-09	940	73.5	52.9	12.7		73.5
2007-08	803	57.2	39.4	9.1		57.2
2006-07	969	56.0	36.0	8.0		
2005-06	833	66.0	46.0	16.0		
2004-05	841	74.3	52.5	16.2	780	80.1
2003-04	813	71.4	54.4	15.0	750	73.6
2002-03	775	69.6	56.2	9.2	780	69.0
2001-02	695	66.2	47.8	5.5	721	46.0
US History & Government						
2009-10	743	86.8	78.4	27.1		
2008-09	620	75.4	59.6	15.3		75.5
2007-08	651	83.7	67.4	17.8		83.7
2006-07	658	70.0	51.1	17.0		
2005-06	1133	87.0	70.0	28.0	780	
2004-05	563	85.7	68.5	23.9	750	61.7
2003-04	456	82.0	65.1	20.1	780	48.2
2002-03	514	87.2	62.4	17.3	721	57.4
2001-02	494	85.0	73.1	23.7		50.1
Languages other than English						
2007-08	240	100.0	97.1	86.6		
2004-05	252	99.0	99.0	66.0	780	31.9
2003-04	205	100.0	97.0	75.6	750	27.3
2002-03	192	99.0	96.9	57.8	780	24.2
2001-02	181	98.9	94.5	64.6	721	23.8
Geometry						
2009-10	802	53.7	33.0	1.74		
2008-09	1011	67.4	46.2	0.3		67.4

SCHOOL YEAR	ANNUAL (EVENT) DROP OUT RATE %
2009-2010	4.2% (estimate)
2008-2009	3.8%
2007-2008	7.6%
2005-2006	6.2%
2004-2005	6.3%
2003-2004	6.1%
2002-2003	6.7%
2001-2002	7.3%
2000-2001	8.2%

COHORT	COHORT DROP-OUT RATE (%)
2010	12% (estimate)
2009	13%
2008	14%
2007	12%
2006	14.2%
2005	16.4% (estimate)
2004	16.1% (estimate)
2003	16.2%
2002	16.4%
2001	14.7%

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?
-

A. Based on its needs and characteristics, Hillcrest has developed a program to assess its growth and development yearly, and over the past several years the school community has completed a series of thorough self-evaluations in preparation for entry into the New York State Blue Ribbon School of Excellence competition and entry into the Fordham University National School of Change Competition. Ultimately, Hillcrest was selected as one of 15 high schools or middle schools in New York State to be recognized as a New York State Blue Ribbon School of Excellence, with only three such schools being located in New York City. Hillcrest was also selected as the first New York City Public School to be recognized as a "National School of Change." Additionally, Hillcrest has conducted a series of formal and informal surveys of staff, parents and students to determine specific areas of focus for the 2009-2010 school year. This took place at staff meetings, parent meetings, executive board meetings, Student Town Hall meetings, and School Leadership Team meetings. It was assumed that these areas would be the focus for the school year. As an outgrowth, this "Great Expectation" plan has become a systematic part of ongoing self-evaluation for the past 10 years.

A particular area of focus at these meetings has been the process by which Hillcrest has restructured itself into a series of Small Learning Communities in the 2006-2007 school year. A recipient of a grant from the Bill and Melinda Gates Foundation, one of only seven schools in New York City to be recognized with such, Hillcrest recognizes both the opportunity and responsibility such restructuring affords.

During the 2005-2006 school year, Hillcrest instituted the Future Academy. Designed to provide academic intervention to 150 at risk incoming ninth grade students, Future Academy became the prototype for the new Small Learning Communities, or institutes, were put into effect in September, 2006. These institutes are uniquely responsive to both the academic and guidance needs of our students. They will exist as independent learning communities within the larger context of the school community and the academic departments continue to exist as separate entities, providing a linkage between both same subject teachers in different institutes, and interdisciplinary opportunities within the same institutes.

This model was developed based on a series of discussions involving the Gates Foundation, Baruch College, and New Visions, as well as an evaluation of the existing Future Academy. Over the course of the 2005-2006 school year a determination was made that one flaw in existing models of small learning communities was that staff members, both administrators and teachers, existed within a

vacuum. Administrators, regardless of how capable or competent they may be, cannot be academic specialists in all subject areas and teachers, working with only small numbers of others teaching the same subject, become somewhat limited in their ability to share ideas and methodologies. The Hillcrest model remedies this problem with a two step solution. Each institute functions independently, with its own director-co-director, teachers, guidance counselor, and dedicated space. This model will provide the traditional benefits of small learning communities: students who know and are known by all teachers, the opportunity for teachers of different disciplines to conference over student skills and needs, the opportunity to provide immediate intervention for attendance or academic issues, etc. The new model, i.e., the continuing existence of the academic departments supervised by an assistant principal, the academic specialist, provides new benefits not found in the existing, traditional models: while the institute directors deals with issues related to students, such as attendance, the assistant principals supervise academic continuity, student scholarship, the alignment between the curriculum and state standards and assessments, and related academic issues. This relieves both the directors and assistant principals; directors are not be burdened with the impossible expectation of being experts in all content areas, and assistant principals are freed from time consuming administrative matters so that they may fully supervise instruction, provide professional development, and design interdisciplinary linkages.

In May, 2006, Hillcrest participated in the Chancellor's Performance Quality Review program. The findings, which credited the school community for its strong use of data in developing programs for meeting student needs and encouraged increased student knowledge of and input into the use of such data, strengthened the conviction that the Hillcrest model of a small learning community was a vital step towards continuing the school's ongoing progress in improving student achievement and program effectiveness.

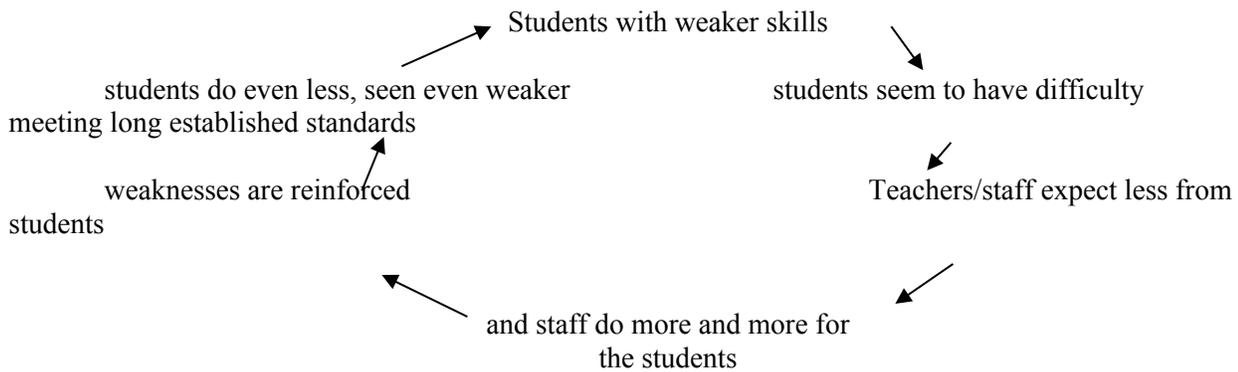
Historical Background: The groundwork for the Hillcrest model of small learning communities was actually laid in the Great Expectations program, established in Spring, 1997. It was originally viewed by the principal as a Shared Decision making project, designed to establish, reinforce, maintain and improve standards at Hillcrest High School, the underlying theory being that clear expectations of higher standards will lead to continual improvements in student performance and the rate and degree of student learning, as well as in the overall school quality of life. The process is revisited each year by the entire school community, including the parents, student groups, and the School Leadership Team. The Great Expectations Program has been the catalyst for the development of the Blue Ribbon School of Excellence Project, the National School of Change Award received in Spring 2003, and the Gates Foundation Small Learning Community grant.

B. Rationale: Based upon an initial survey, it was determined that the following assumptions regarding student performance were correct at Hillcrest.

1. Most students will meet appropriate expectations. Most students have abilities and skills that are under-used or unused. Hillcrest's Great Expectations program, therefore, set reasonable and appropriate performance standards, which would require all students to use these abilities on a regular basis. It was also stressed that it is essential that these expectations be clearly expressed, at the correct level of difficulty, and continually modeled and referred to.
2. Although most teachers and staff had reasonable expectations, the school community often inadvertently enabled students to avoid meeting these expectations. For example, we "expected" students to be in class on time, or "expected" students to listen carefully and follow directions. Yet, the school community continually repeats directions. Similarly we "expected"

students to report to designated areas at specific times (i.e. lunch), and yet developed excuses or reasons why this could not happen.

3. Great Expectations assumes that most teachers and staff have gradually lowered their expectations regarding certain minimum standards. Staff perceives incoming students as weaker than in the past and consequently expected less and less of them. The result is that we began to reinforce whatever weaknesses the students may have. The diagram below illustrates the problem.



If left unchecked, this process can potentially continue yearly. As an annual sign of renewal, then, the entire community reflects upon the program and develops priorities for the upcoming school year. This has been institutionalized as a reflective tool in both the Blue Ribbon and National School of Change competitions, the completion of the CEP, and the establishment of small learning communities.

In the 2009-2010 school year, Hillcrest High School created Inquiry teams for every grade in every SLC. Since the students chosen were SLC based, action plans were deeper and more granular to fit the needs of students. These action plans were developed in Learning Lab in conjunction with the Learning Lab leader and supported by SLC directors. Learning Lab leaders oversee the entire school's instructional professional development program. These action plans were supported throughout the week in SLC such as Kid Talk, AIS, and targeted tutoring. In the 2010-2011 school year, Hillcrest has further refined the Learning Labs and Inquiry Teams (now called Inquiry Action Teams) so that they are led by directors and supported by the Learning Lab leaders. Action plans are applied during the week in SLC such as Kid Talk, AIS, and targeted tutoring.

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.

GOALS FOR 2010-2011

By June 2011, average attendance for every period of every school day will be 90%.

By June 2011, 80% of the class of 2011 will earn a regents diploma or better.

By June 2011, students in year one, two and three of school will earn 10+ credits each year at the rate of 82%

By June 2011, 40% of sophomores will demonstrate college readiness by achieving at least a 75% on the appropriate Math and English Regents.

Process Goals

A) By October 2010, 100% of the faculty will have a professional development plan that includes differentiation of instruction of SY2011.

B) During the 2010/2011 school year 100% of the core subject area Regents teachers and their supervisors will analyze and utilize periodic assessment data and its trends to inform classroom instruction.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>FUNDING: Title I SWP, FSF , Attendance, AIDP Attendance Shared (funding pending)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Guidance Counselor/Director/Co-Director Teams will monitor period attendance on weekly basis using Datacation. • Anticipated 5%-10% gains in every period each month. • Class attendance percentage report.

<p>Annual Goal 2</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 80% of the class of 2011 will earn a Regents Diploma or better.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Ongoing analysis of student transcripts by SLC constituents to determine students who are on-track and almost on-track for graduation and/or Regents endorsed diploma. • Assistant Principals APS/ALS will meet weekly with department teachers to assess progress of Targeted Students. • Assistant Principals APS/ALS will administer Periodic Assessments to determine student progress. • All core curriculum areas Assistant Principals APS/ALS will facilitate weekly teacher team meetings to review and revise curriculum for alignment of coursework and Regents standards. School-Day, After School, and weekend programs will be available for student support.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>FUNDING: FSF, Title I SWP, C4E, Improvement Ed 58, IDEA</p> <ul style="list-style-type: none"> • After School and Weekend programs for Regents review will be implemented for LEP and ISS student support
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly meetings will be conducted by Assistant Principals APS/ALS with teams to review action plan for each identified student. • Assistant Principals APS/ALS will monitor Periodic Assessments to determine student progress. • Review of Regents exams grades will be conducted by Guidance Counselors to track identified students and to re-examine action plan for each student. • Item Analysis of Regents by Assistant Principals APS/ALS to determine appropriate academic interventions, and pedagogical strategies.

<p>Annual Goal 3</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students in year one, two and three of school will earn 10+ credits each year at the rate of 82%.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All teacher's scholarship goals and updated reports will be reviewed with A.P. individually or in small groups, every three weeks to review progress towards goals, teacher actions supports, and interventions. Curriculum Teams led by Assistant Principals APS/ALS will meet weekly to develop and analyze interim assessments, realign curriculum, and determine specific intervention strategies so that students will at least 2 academic credits per subject area by the end of the school year. • Guidance Counselors will assess student scholarship for grades 9-11 after first marking period to determine at-risk students (failing 3 or more classes). GC's will discuss findings during CPT to develop intervention strategies with teachers. • Teachers will proactively provide variable opportunities for student to make up missing work before final grade. • Second marking period comparison and assessment will be completed and intervention plan will be developed by teachers and guidance counselors for students who have not shown improvement. • Concurrent Options, PM School, Saturday make up, Credit Recovery, On-line Credit Recovery; Saturday will be mandated for identified students.

	<ul style="list-style-type: none"> On an ongoing basis, SLC tutoring will be provided both throughout and after the school day in core subjects (monitored by Directors).
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	FUNDING: FSF, DR Stabilization, Title I SWP, Title I ARRA, C4E, Improvement Ed 58, IDEA
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> Datacation, STARS, ATS by Assistant Principal Data. New Visions Snapshots will be used to review progress of students. Assistant Principal Data will review and distribute scholarship each marking period to core content assistant principals.

Annual Goal 4	By June 2011, 40% of sophomores will demonstrate college readiness by achieving
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<p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>at least a 75% on the appropriate Math and English Regents.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • On a daily basis, the APS/ALS of English and Math will conduct snapshot observations of regent’s classes to monitor the use of regents-based questions in the curricula, and the implementation of active reading strategies that improve the comprehension of literature. • On an ongoing basis, English and Math Teachers and Regents Teachers will check ACUITY, as well as there own assessments, and use the item analysis of those assessments to target specific skills to ensure students are on track to earn at least a 75.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>FUNDING: FSF, DR Stabilization, Title I SWP, Title I ARRA, C4E, Improvement Ed 58</p> <ul style="list-style-type: none"> • Professional development for teachers providing Regents reviews will be planned and delivered by Assistant Principal. A.P. will supervise After School and Weekend Courses. • Student progress in core regents subject areas will be tracked through monthly Regents pre-assessments, and appropriate interventions developed to address areas of concern.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students earning at least a 75 on the January Regents will have increased by a minimum of 5% in all subject areas. • Students earning at least a 75 on ACUITY periodic assessments will increase by 5%.

<p>Process Goal 1</p> <p>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By October 2010, 100% of the faculty will have a professional development plan that includes differentiation of instruction for SY2011</p>
<p>Action Plan</p> <p>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By October, Individual teachers and Department AP’s will set measurable SMART Goals for credit accumulation, attendance, and Regents Pass Rate. • Teachers will identify top and bottom 3 students based on a rubric created by Assistant Principals APS/ALS. • Assistant Principals APS/ALS will provide PD for Differentiated Instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>FUNDING: FSF, DR Stabilization, Title I SWP, Title I ARRA, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p>Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Assistant Principals APS/ALS will monitor teacher action plan. • As part of the teacher’s PD plan, teachers will assist students setting SMART Goals. Teachers will review and revise student goals with targeted students on an ongoing basis. Teachers will facilitate to ensure student goals are in line with teacher's and Hillcrest's goals. • PD topics are selected based on needs identified through analysis of student achievement data. Participants will be able to articulate the connection between the data and PD, as well as the anticipated impact on student outcomes following implementation of the learning shared at PD.

<p>Process Goal 2</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010/2011 school year, 100% of the core subject area Regents teachers and their supervisors will analyze and utilize periodic assessment data and its trends to inform classroom instruction.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Assistant Principals APS/ALS will monitor Periodic Assessments to determine student progress and target necessary skills. • Weekly Departmental Meetings will be conducted so the APS/ALS can support teachers in lesson design that targets the skills students are struggling with.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>FUNDING:</u> FSF, Title I SWP, Title I ARRA, C4E, Improvement Ed 58, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher observations and walkthroughs will show that teachers address the learning styles and skills of all students based on the results of the collected data. • Minutes from weekly Department meetings.

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								
10								
11								
12	237	209	981	208	1325		80	

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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

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

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.

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

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

School Building Instructional Program/Professional Development Overview

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.

Hillcrest High School will utilize the Title III funding to organize a variety of supplemental programs that provide After-school tutoring, Regents review classes, enrichment activities and parents engagement program to facilitate the development of English and the native language and the transition of the whole ELL population to mainstream classes and into Hillcrest's six main small learning communities.

Beginning on November 8, 2010, the programs will service all ELL students in cohorts assigned to specific Small Learning Communities in the following areas:

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

The basic premises for these classes and activities are to build and to reinforce English skills and to develop academic language proficiency so that ELLs can meet the state standards on required regents' exams.

OVERVIEW OF AFTER-SCHOOL PROGRAMS:

Each of the following programs will meet once a week according to cohorts and content subjects on Mondays and Tuesdays for two hours and for an average of 23 sessions beginning November 8, 2010 and ending June 7, 2011.

- Literacy Skills development
- ELA Regents Prep for Cohorts 2010(left –over), 2011-2012 and 2013-2014 students
- Basic Math Skills for newcomers
- Algebra and Geometry Regents Prep for Cohorts 2011, 2012 and 2013 students
- Bilingual Spanish algebra and geometry skills
- Bilingual Spanish NLA writing workshop for literacy and leadership development
- Earth science/Biology –Living Environment general Tutorial

- Earth science/Biology-Living Environment Regents Prep
- Social Studies- General Tutorial
- Global and US History Regents Prep
- School to real life program (College bound workshops) and enrichment activities
- Parents of ELLs orientation program and enrichment.

All the teachers selected to be part of these Title III activities are certified in their respective subject areas; certified in ESL instruction; certified in bilingual instruction. Where a content subject teacher does not possess an ESL extension certificate, a certified ESL or bilingual native language teacher will co-teach or push-in with this particular activity.

Parent Involvement

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

Parents’ workshop:

Objective: To develop or reinforce structural patterns in reading and writing in the Native Language in order to facilitate the transition to the English language acquisition. Parents of ELLs will participate in scheduled evening enrichment fun activities that support English language and computer literacy development for both parents and children.

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

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

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

The ESL, Bilingual and content subject teachers will receive hand-on professional development on how to incorporate the above-mentioned strategies in their lessons. Additionally, they will receive training for Title III specific activities. The supervising Title III Assistant Principal in collaboration with the content subjects APs will provide all professional development sessions through common planning time and collaborative inquiry team meeting based in each small learning community servicing ELLs.

PD SCHEDULE

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

Section III. Title III Budget

School: 28Q505 BEDS Code: 342800011-505

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <p style="text-align: center;"><u>Monday's Cohort 2011-2012 Activities</u></p> <ul style="list-style-type: none"> Supplemental After-school Instructional Programs; After-school Tutoring in Content Subject Areas in specific Small Learning Communities for cohort 2011-2012 ELLs. SLCs Enrichment programs 	\$ 16,064.58	<p>Seven (7) teachers will be paid per-session rate for 23(2 hours each session for a total of 322 hours) sessions. 7 Teachers x 23 sessions x 2 hrs x \$ 49.89 =</p>
<p style="text-align: center;"><u>Tuesday's Cohort 2013-2014 Activities</u></p> <ul style="list-style-type: none"> Supplemental After-school Instructional Programs; After-school Tutoring in Content Subject Areas in specific Small Learning Communities for cohort 2013-2014 ELLs. SLCs Enrichment programs 	\$ 16,064.58	<p>Seven (7) teachers will be paid per-session rate for 23(2 hours each session for a total of 322 hours) sessions. 7 Teachers x 23 sessions x 2 hrs x \$ 49.89 =</p>

<ul style="list-style-type: none"> • <u>Newcomers' Parents events days</u> ELL parents will be invited to share in recreational and academic activities ELLs newly arrived in the USA. Immersion of the US culture. SLCs Enrichment programs 	<p>\$ 2,993.6</p>	<p>Five (5) teachers will be paid per-session rate for four sessions of three hours. 5 Teachers x 4 sessions x 3 hrs x \$ 49.89 =</p>
<ul style="list-style-type: none"> • <u>International festival activities and planning</u> ELLs from different cultural and linguistic backgrounds will be involved sharing dances and music with others and learn to appreciate our diversity. 	<p>\$ 6,984.6</p>	<p>Seven (7) teachers will be paid per-session rate for 10(2 hours each session for a total of 140 hours) sessions. 7 Teachers x 10 sessions x 2 hrs x \$ 49.89 =</p>
<ul style="list-style-type: none"> • <u>Special Regents Preparation Marathon</u> Supplemental Regents preparation activities in content subjects. 	<p>\$ 2,394.7</p>	<p>Three teachers will be paid per-session rate for four sessions of four hours(for a total of 48 hours) 3Teacher x 4 sessions x 4 hrs x 49.89 =</p>
<ul style="list-style-type: none"> • <u>NYSESLAT Preparation</u> ESL teachers will provide supplemental instruction in the four language modalities close to the NYSESLAT administration period. 	<p>\$ 3,492.3</p>	<p>Seven (7) teachers will be paid per-session rate for 5(2 hours each session for a total of 70 hours) sessions. 7 Teacher x 5 sessions x 2 hrs x \$ 49.89 =</p>
<ul style="list-style-type: none"> • <u>Besis Teacher data Analysis for ELL periodic Assessments</u> An ESL teacher will analyze and identify ELLs deficiencies through the review of standards exam items. 	<p>\$ 1,496.7</p>	<p>1 teachers x 30 sessions x 1 hrs x \$ 49.89 =</p>
<p>One (1) Assistant principal will be paid per-session rate for supervision and coordination of Title III activities. Even though there may be an assistant principal present in the building, the size of our title III program and the need to utilize ESL expertise in supervision, we saw the need to have an ELL licensed assistant principal as program supervisor.</p>	<p>\$ 3,132.6</p>	<p>1 AP x 60 hrs x \$52.21 =</p>
<ul style="list-style-type: none"> • <u>Professional Development for Title III teachers</u> All teachers involved in Title III activities will receive one session of PD in addition to the weekly learning Lab. PD scheduled during the school day. 	<p>\$ 1,396.92</p>	<p>Fourteen (14) teachers will be paid per-session rate for 2 hours. 14 teachers x 2 hrs x \$ 49.89 =</p>
<ul style="list-style-type: none"> • <u>Supplies and Materials – Code 45</u> 		

Purchased services - High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials • Instructional document cameras to support Title III activities. • Regents review books based on selected reading for literary response activities. • Supplies -	\$ 6,117.12 \$ 5,222.48 \$ 2,000	Instructional document cameras to support Title III activities. Title III Literary books. Construction papers and materials for enrichment activities
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$67,360	All programs inclusive.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

District 28 School 505 Allocation: *Title III \$ 13,370/ Tax Levy (\$ 1,828 inclusive)*

Name of Person Preparing the Form _____ Justin A. Follyga, Assistant Principal LOTE/ESL

Telephone number (718) 658-5407 Ext. 1123 E-mail address jfollyg@schools.nyc.gov

Principal's Signature _____ S. Duch _____

WRITTEN TRANSLATION NEEDS ASSESSMENT

In this box describe how you conducted your assessment of written translation needs and your major findings.

For the school year 2010-2011, 16% of Hillcrest High School students were recent immigrants to the United States. About 13% were placed in the ESL and Bilingual programs. Furthermore, 22.5% of our students are Hispanic including those that are US born. Additionally, a review of the Home Language Information Survey (HLIS) reveals that many parents of our students speak a variety of languages at home and come from a diverse linguistic background such as Spanish, Haitian Creole, Bengali, Urdu, Punjabi, French and Arabic. Many teachers have in the past expressed the need for assistance in providing information about students' academic performance to their parents in the native languages.

Part B: Strategies and Activities

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

PROPOSED WRITTEN TRANSLATION SERVICES

In this box describe the written translation services you plan to provide, and how they meet identified needs.

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

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

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.

INTERPRETATION NEEDS ASSESSMENT

Similar to the translation needs at Hillcrest High School, 13% of the students here are ELLs. Many ELL parents and non English-speaking parents need someone to interpret in their native languages what services are available to them. School personnel (such as: guidance counselors, teachers etc.) at Hillcrest continuously request people that are fluent in Bengali, Spanish, French, Arabic, Creole and Urdu to interpret for them. The Home Language Information Survey also demonstrated the need to have interpreters accessible to the ELL parents and non-ELL foreign- born parents and those with limited English proficiency.

PROPOSED INTERPRETATION SERVICES

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

Interpreters will be available in Spanish, French, Urdu, Bengali, Haitian Creole to assist guidance counselors in the 9 SLCs to reach out to non-English speaking parents regarding their children’s progress and needs.

- 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>.

BUDGET NARRATIVE:

Budget Category	Explanation
<u>Personnel</u>	
TEACHER PER SESSION-5 teachers x23 hrs x \$ 49.89 (\$ 5,798.2)	Translation of letters PA meeting notices and Newsletters, School’s SLC brochures, open-school letters and special announcements. Translations of various documents related to students’ academic achievements. (4 languages – translation and editing) Teacher-interpreters providing academic intervention communications in the 9 SLC in support to guidance counselors in Spanish, Bengali-Urdu and Creole-French to parents via phone calls.
COUNSELORS PER SESSION- 9 Counselors x 10 hrs each x \$ 53.64 (\$ 4,827.6)	
For Tax Levy expenses only:(\$1,828) TEACHER PER SESSION – 3 teachers x 2 hrs x 7 sessions x \$41.98= (\$1,763.16) OTPS = (\$64.84)	Interpretation services during parents conferences and PTA meetings in Spanish, Bengali-Urdu and Creole-French

SUPERVISOR PER SESSION – 1 supervisor x 20 hours x \$52.21 = (\$1,044.2)	To supervise translation services in French and Haitian Creole. Review and edit materials; facilitates all aspects of translation and interpretation processes.
<u>OTPS</u> <u>Interpretation and translation resources and tools</u> \$ 1,200.00	Purchase of dictionaries for interpretation and translation in French, Spanish, Bengali, Urdu, Punjabi, Haitian Creole etc.
<u>Supplies and materials</u> _____ \$ 500.00	Printing cost of foreign language materials to be disseminated to LEP parents. (Color papers, ink etc...)
<u>Local travel</u> for staff providing translation/interpretation services	
TOTAL \$ 13,370	

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:	\$1,770,353	\$73,915	\$1,844,874
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$17,704	\$739	\$18,443
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$88,518	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$177,096	*	

- 5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 87.9%
- 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.
 - On going TD and tuition support for non-HQ teachers

* 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.

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

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

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

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

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

Section II: School-Parent Compact

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

School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

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

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

Student Responsibilities:

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

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

Hillcrest staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

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.

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o 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.
- o Are consistent with and are designed to implement State and local improvement, if any.

b)

- o We are organized into SLC's designed to provide students with a personalized environment.
- o We offer SLC based tutoring before, during, and after school tutoring that is conducted by teachers that went through an inquiry process to identify the specific skills that student may need support with. We also offer afternoon classes (PM school), Saturday School and Summer School.
- o We offer Advanced Placement Courses in English, Science, Art History, and History, College Now through CUNY both in school and at York College.
- o We have many supports that leverage the personalization created by our SLCs, including but not limited to college advising by the dedicated guidance counselor, the Virtual Enterprise Program, CISCO and CUNY @ HOME.
- o Teachers are organized into Professional Learning Communities that have dedicated meeting times at least 3 times a week. One of the dedicated days is set aside for Learning Labs, which are led by each Assistant Principals Supervision and Principal.

3. Instruction by highly qualified staff.

- **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.**

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.
 - **Weekly learning labs for all teachers are facilitated by SLC Directors with support from Principal and Assistant Principals.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **Demonstration lesson, in addition to resume and proof of certification, given by applying teacher.**
 - **Applying teachers are encouraged to be on call as substitute teachers.**

6. Strategies to increase parental involvement through means such as family literacy services.
 - Hillcrest High School's policy is designed to keep parents informed by actively involving them in planning and decision making in support of the education of their children. Hillcrest will support parents and families of Title 1 students by:
 - provide materials and training to help parents work with their children to improve their achievement.
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support.

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. N/A

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.
 - Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Monthly staff meetings to review use of periodic assessments to drive daily instruction.
 - Ongoing training in use of computerized student data systems.
 - Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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.

1. Individualized SMART Goals for each student in every class.
2. Predictive Exams (ACUITY)
3. Regents Exams
4. Cohort Meetings with Principal, SLC Counselor, AP Data, AP Intervention Support
5. Scholarship Results

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

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” ² Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes ³ 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		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 1,770,353		
Title I, Part A (ARRA)	Federal	✓			\$73,915		
Title II, Part A	Federal			N/A			
Title III, Part A	Federal	✓			\$67,360		
Title IV	Federal			N/A			

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.

IDEA	Federal	✓			\$758,533		
Tax Levy	Local	✓			\$15,250,050		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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: SINI Year 1 - Focused **SURR⁴ 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.
 - HS ELA Improvement (year 1) – Focused
 - HS Math Improvement (year 1) – Basic
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.

Focused Interventions that are available to the students include but are not limited to:

- Saturdays @ Hillcrest – credit bearing classes and tutoring
- PM School Credit Recovery
- Senior Academy intensive credit accumulation using the on-line program Aventa and Compass.
- Resource Room students are provided with Nova Net for Regents prep and credit recovery.
- After school tutoring for ESL and Bilingual students.
- Credit accumulation through individualized computer assisted programs.
- During school pull out of ELLs for EDGE online coach reading fluency.

- School wide professional development on Differentiated Instruction, best practices to support students at risk.

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.
 - In collaborative grade teams, teachers select target students and then work in cycles to identify their learning needs, plan instruction to meet those needs, assess progress, repeat the cycle. One period each week is devoted to analyzing student work to determine next skill to be taught. A second period each week is dedicated to instructional planning to design the lessons, resources, etcetera to support students in mastering the skill identified earlier in the week.
 - Teachers engage in three primary tasks:
 - Review Assessment (specifically periodic assessment) data to determine student’s progress in previous unit and to identify next steps
 - Plan Curriculum either revisions of existing curricula or creation of new criteria specifically for new January inter-session courses and roll-out of CCSS
 - Differentiated Lessons to meet needs of top 3 and bottom 3 students identified in each class.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
 - New teachers are assigned to a mentor within their Small Learning Community.
 - The mentor uses the “in class” model of mentoring the new teacher. Mentoring is scheduled for 2 periods per week.
 - Mentors log the progress in the Mentoring Tracking System.
 - The mentoring committee reviews the progress / protocol of program and is available to assist mentors.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - Backpack letter explaining about our SINI status and corrective steps that are currently in place.
 - Parent meeting explaining our SINI status and corrective steps that are currently in place.

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.

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

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>

Part A: FOR TITLE I SCHOOLS

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

Currently there are 21 students in Temporary Housing

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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

School Name:	Hillcrest High School					
District:	28	DBN:	28Q505	School		342800011505

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		84.0	86.5	86.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	945	875	950				
Grade 10	976	879	869				
Grade 11	653	732	665				
Grade 12	703	616	793				
Ungraded	9	16	12				
Total	3286	3118	3289				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.8	93.6	92.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	32.7	76.0	76.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	30	96	119

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	105	91	111

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	62	26	14	Principal Suspensions	6	4	5
# in Collaborative Team Teaching (CTT) Classes	99	144	154	Superintendent Suspensions	1	2	2
Number all others	148	119	124				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	785	1165
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	126	137	TBD	Number of Teachers	177	176	168
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	67	68	42
# receiving ESL services only	276	261	TBD	Number of Educational Paraprofessionals	6	5	33
# ELLs with IEPs	18	31	TBD				

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
	176	131	406	% fully licensed & permanently assigned to this school	100.0	100.0	99.3
				% more than 2 years teaching in this school	77.0	79.8	88.1
				% more than 5 years teaching anywhere	61.2	65.6	76.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	88.1
American Indian or Alaska Native	0.7	0.9	0.5	% core classes taught by "highly qualified" teachers	85.0	87.9	88.1
Black or African American	46.9	44.2	40.1				
Hispanic or Latino	22.2	22.5	22.3				
Asian or Native Hawaiian/Other Pacific	28.1	29.9	34.1				
White	2.0	2.1	2.6				
Male	41.3	42.1	44.0				
Female	58.7	57.9	56.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1					v	
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: X
Math:	Math: X
Science:	Graduation Rate: v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	66
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	-
Multiracial						
Students with Disabilities				vsh	vsh	
Limited English Proficient				X	X	
Economically Disadvantaged				v	v	
Student groups making				5	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	57.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment: <i>(Comprises 15% of the</i>	12.4	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	10.4	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	32.8	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	1.5	Quality Statement 5: Monitor and Revise	P

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 561	District 28	School Number 505	School Name Hillcrest H S
Principal Stephen M. Duch		Assistant Principal Justin A. Follyga	
Coach type here		Coach type here	
Teacher/Subject Area Helena Goncalves		Guidance Counselor Judy Valerio	
Teacher/Subject Area Eileen Elias		Parent type here	
Teacher/Subject Area Susan Thau		Parent Coordinator Audrey Brown	
Related Service Provider Natalie Hiller		Other Pedro Cubero	
Network Leader Derek Smith		Other Anthony Rico	

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	3	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	3	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	3338	Total Number of ELLs	453	ELLs as Share of Total Student Population (%)	13.57%
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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.

Paste response to questions 1-6 here

Any parent who wants to enroll an ELL student at Hillcrest goes to room 116M where two admission staff members administer the HLIS. Mrs. Linda Blader, the guidance/admissions secretary and Mrs. Soraya Fonteboa, the Spanish family bilingual school aide proceed with an oral interview in English or in Spanish. If a parent needs service with another language, a school staff pre-selected is brought to the admission office to interpret for the parent. Otherwise, the admission office will solicit a telephone interpretation from the interpretation unit. Thereafter, the parent and the prospective ELL student are sent to room 253 where Mrs. Helena Goncalves, an ESL licensed teacher and Basis Coordinator may administer the lab-R and the SIFE diagnostic test to the student in English and Spanish. Every year, the ESL licensed Basis Coordinator, reviews student's NYSESLAT eligibility in ATS and eligible students are scheduled to be tested in April and May.

Parents are offered an orientation of program choices through a DoE DVD presentation in the parent's native language during the first encounter with the admissions office and the ESL licensed Basis coordination and a formal presentation at a scheduled appointment. Hillcrest offers only Transitional Bilingual and Freestanding ESL. Additionally, entitlement letters are mailed home and additional copies are handed to students to be taken home in case the mailed letter does not reach the parents. If a form is not returned within a reasonable time, then the student is by default program for Transitional Bilingual Education.

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

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

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

After reviewing the NYSESLAT scores of 2010, it is apparent that more 9th and 10th graders performed at the beginning level while the 11th and 12th graders performed at the Intermediate and Advance levels. Additionally, most 9th and 10th graders who scored at advance levels came from junior high schools and have been in the country for some time.

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

Hillcrest High School has a total of 453 ELL students, which represents 13% of the school's student population. The major linguistic groups are Spanish, Bengali, Haitian Creole and Urdu. Hillcrest offers two programs for the ELL population: The Transitional Bilingual Education for Spanish speaking students and the self-contained ESL program for the other languages.

I. Transitional Bilingual Education Program in Spanish

About 29% of the ELL's are enrolled in the Transitional Bilingual Education program. Most students are programmed for 8 periods a day in native language and content subject classes that comprise beginning, intermediate and advance. We offer 3 bilingual classes in each content subjects such as: Social Studies Math and Science.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										8	7	5		20
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										17	14	10	9	50
Push-In														0
Total	0	0	0	0	0	0	0	0	0	25	21	15	9	70

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	453	Newcomers (ELLs receiving service 0-3 years)	319	Special Education	40
SIFE	89	ELLs receiving service 4-6 years	80	Long-Term (completed 6 years)	52

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	88	22	4	28	11	0	14	1	2	130
Dual Language										0
ESL	318	50	8	80	27	11	52	10	21	450
Total	406	72	12	108	38	11	66	11	23	580

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										31	43	30	26	130
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	31	43	30	26	130								

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										47	48	34	29	158
Chinese														0
Russian														0
Bengali										34	43	17	23	117
Urdu										2	8	14	4	28
Arabic										17	6	4	6	33
Haitian										15	10	5	19	49
French												4	1	5
Korean														0
Punjabi										7	7	3	6	23
Polish														0
Albanian														0
Other										6	2	3	6	17
TOTAL	0	128	124	84	94	430								

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.

Paste response to questions 1-4 here

Freestanding English as a Second Language

ESL

Hillcrest follows the self-contained ESL instructional program model. Our ESL program is organized to serve a variety of students from varied languages and cultures. We offer 70 periods of ESL classes daily.

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

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

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

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

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

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

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

Academic Language Development Plan

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

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

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

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

Plan for SIFE and Long Term ELLs:

At the beginning of each semester, all ELL teachers conduct formal and informal formative assessments to identify students who might be SIFE or long term ELLs(4 to 6 years in the USA). As students are identified and appropriately placed, lessons are designed to differentiate these students' needs by implementing tiered assignments and by using technology to support student's reading fluency such as National Geographic Edge online reading coach and Castle Learning programs. They are also enrolled in PM school and Saturday supplemental programs supported by our Title III programs.

Plan for Newcomers and Special Education Placement:

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

ELA

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

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?

Paste response to questions 5-14 here

We offer additional instructional hours for all proficiency levels. The State mandates 360 minutes per weekly instruction for the beginning level and we offer 720 minutes. 360 minutes are required for the intermediate level and we offer 480 minutes. Finally 180 minutes are required for the advanced level and we 480 minutes a week. These additional minutes are utilized to develop reading fluency and vocabulary building through computer assisted programs. Content area classes benefit from the additional minutes as ESL language teachers review content specific vocabulary with ELLs.

ELLs reaching proficiency on the NYSESLAT are included in PM school supplemental instructional programs, including Title III activities. Additionally they are accommodations during Regents exams for the first two years after exiting the ESL programs. Mainstream teachers are reminded to make dictionaries available to these students in their regular classes.

The intermediate and advanced level students will be able to participate in the National Geographic online coach reading fluency program during their lunch periods two a week if they choose not to go to lunch. We are also hopeful to continue the work we have doing with our SIFE population with the SIFE grant.

ELLs are integral part of our school community. We have 9 SLCs and four are particularly devoted to the ELLs such as Newcomers, Business and Technology, Public Service and Law and Premed. Once an ELL passes the NYSESLAT, he/she is placed in any other SLC of his/her choice.

We will continue to implement the supplemental Title III instructional and enrichment activities this school year. ELLs are scheduled in two cluster cohorts (2010-2011 and 2012-2013) for Monday's and Tuesday's PM instructional programs. Student's skills building instructional sessions in content areas are offered in addition to tutoring and regents preparation courses. Regents' materials are available in every classroom and the computer online reading fluency coach is available to students in a computer lab and on newly purchased netbook computers.

Native language is offered to the bilingual Spanish ELLs at three different levels. Students who passed the Spanish regents are then placed in either AP language or AP Spanish literature.

All newly enrolled ELLs attend the Title III summer program where ESL teachers engage in total immersion language acquisition activities.

ELLs are scheduled language electives in Spanish, French or Latin. We offer the opportunities the Bengali, Punjabi, Hindi, Urdu, Arabic and other low-inference language ELLs to take the regents in their own languages.

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.

Paste response to questions 1-3 here

ESL and Native Language Arts teachers would have the opportunity to participate in professional development conferences throughout the 2010-2011 school year. The professional development plan will focus upon questioning techniques and strategies for students, cooperative learning in LOTE and ESL classes, adapting and utilizing Balanced Literacy approaches with LEP students. Staff development days are scheduled for September, October, November, December 2010 and January, February, March and April 2011. Professional topics will be developed as they pertain to the relevancy of the curriculum requirements and students' needs. Focus Group meetings will be held daily during common planning periods in different small learning communities. These meetings are called "learning labs" where both ESL and content area teachers engage in inquiry work to support the top 3 and bottom 3 students. Additional congruence and teacher articulation meetings are scheduled throughout the school year to discuss SIFE and ELL issues. Both ESL and content area teachers will attend the ELL Academy staff development programs organized by the office of ELLs. Assistant principals and content academic specialists often attend regional and national professional development conferences in order to turn key current instructional practices to all school constituents.

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?

Paste response to questions 1-4 here

Parents are invited to attend an orientation meeting to familiarize themselves with State standards, assessments, school expectations and general program requirements for bilingual and ESL programs. Written invitations to attend the orientation sessions are sent to each parent. The orientation session is conducted as part of our open-school activity. PTA meetings are organized once a month and held every second Tuesday of the month. The Forest Hills community House works with the school to support students that may have family problems and to facilitate the integration of young immigrants in their communities. The school leadership team decides specific needs of parents and this information is shared with other school constituencies. PTA meetings are venues for parents to provide viable input to school administration so that a consensus can be reached.

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)										75	24	11	8	118
Intermediate(I)										37	74	49	55	215
Advanced (A)										41	33	27	27	128

Total	0	0	0	0	0	0	0	0	0	0	153	131	87	90	461
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										11	10	8	2
	I										23	43	19	18
	A										29	30	24	25
	P										31	29	29	35
READING/ WRITING	B										32	16	6	4
	I										32	50	48	47
	A										31	25	25	28
	P										0	2	1	1

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	315		90	
Math <u>MXRE</u>	310		106	
Math <u>MXRG</u>	160		24	
Biology				
Chemistry	15		13	
Earth Science	111		20	
Living Environment	274		79	
Physics				
Global History and Geography	210		54	
US History and Government	156		82	
Foreign Language	44		44	
Other <u>MXRB</u>	9		2	
Other <u>MXRT</u>	64		10	
NYSAA ELA	1		0	
NYSAA Mathematics	1		1	
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)	8	21	42	15				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Since the 2009 school year, the school has been utilizing the Academic Language and Literacy Diagnostic (ALLD) and the Oral Interview questionnaire to identify SIFE students who are Spanish-speaking. We have also implemented local periodic assessment called Quarterly Exams that are administered before the end of every marking period. ESL teachers meet to disaggregate the items of the test to discern the trends in the ELL's performances. This analysis leads to a revision of the class courses of studies while the emphasis is put on students' deficiency areas.

An analysis of the 2010 NYSESLAT results revealed that most of our students scored at the intermediate level while the newcomers scored at the beginning level. Most students tend to score at the proficiency levels of the listening/speaking modalities while the score at either the intermediate or advanced levels of the reading/writing modalities. Therefore, the main focus of our curriculum and instruction will continue to be focused reading fluency and independent writing about informational texts across proficiency levels

The formative and summative assessment results collected from quarterly, mid-term, final exams, regents' results and the NYSESLAT results represent an inventory of data that help to determine the success of our services to the ELL population.

Additional Information

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

Paste additional information here

Our program follows NYSED's standards for English as a second language learners and the instruction is tailored towards the successful completion and passing of the NYSESLAT and the ELA Regents. We have also adopted certain components of Balanced Literacy program by implementing the workshop model. 15 fully certified teachers in their areas teach the ESL and Bilingual classes. Hillcrest is committed to educational excellence and equity for the LEP/ELLs as it is evident in the fair allocation of funds for these programs. The LEP students are integral part of our school community. All ESL, Bilingual and content area teachers participate in the assessment of the LEP students through the administration of teacher made tests and standards exams.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		
	Coach		
	Guidance Counselor		10/29/10
	Network Leader		10/29/10
	Other		