



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** HILLSIDE ARTS AND LETTERS ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 28Q325

**PRINCIPAL:** MATTHEW C. RITTER **EMAIL:** MRITTER1@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** JUAN MENDEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Matthew C. Ritter	*Principal or Designee	Signature on File
Anar Patel	*UFT Chapter Leader or Designee	Signature on File
Renee Smith	*PA/PTA President or Designated Co-President	Signature on File
Rollington Cohen	DC 37 Representative, if applicable	Signature on File
Candice Gayedeem Jessica Winburn	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	Signatures on File
	CBO Representative, if applicable	
Raquel Nolasco	Member/Assistant Principal	Signature on File
Bethany Trust	Member/ UFT	Signature on File
Marilyn Rodriguez-Ortiz	Member/UFT	Signature on File
Yvonne R. Davis	Member/PA/PTA Co President	Signature on File
Christine Valentine	Member/Parent	Signature on File
Clyde Gayadeem	Member/Parent	Signature on File
Jun Pastrana	Member/Parent	Signature on File
Sheila Cosby	Member/Parent	Signature on File



## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

**Increase gains for special needs students. By August of 2012, 75 % of students with disabilities will be promoted into the next grade level.**

### **Comprehensive needs assessment**

Various sets of data indicate that our SWD population does not experience success at the same rates as our general education population. Some of the data reviewed is from prior to their enrollment here as 9<sup>th</sup> graders (8<sup>th</sup> grade State exam scores) and other data is generated from their current performance. Some of the data that indicates the need for this goal includes the Quality Review and Quality Review Assessment, DY0 Periodic Assessment data, Learning Environment Survey data, Consultation with the SLT, consultation with the Principal's cabinet, school-wide teacher scholarship reports, student portfolios, item analysis of Regents exams, unit/teacher made exams, writing samples, and parent/community feedback.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Differentiated instruction school-wide. All teachers will implement differentiated instruction to support SWDs.
    - Inquiry and project-based instruction across the curriculum. HALA, as an ISA school and an iZone 360 school, is implementing inquiry and project-based instruction to increase personalized learning across the school. All teachers will implement inquiry and project-based instruction in order to increase student engagement and increase the level of rigor of tasks assigned.
    - Annual reviews for each grade 9 student will be conducted at the start of the school year to determine what services will best maximize achievement for each student.
    - Special education teachers, ISA coach, and grade team will implement professional development plan to support all teachers in differentiating curriculum, using project-based instruction, and using assessments to engage all students, but particularly SWDs.
    - Teachers will utilize data from periodic assessment to plan instruction for all students, including SWDs.
    - Professional development will be provided for all general education teachers on reading and implementing IEPs in the general education setting.
    - Hire special education consultant to work with teachers weekly on differentiation and planning.
    - Support teachers in implementing differentiation through the observation process.
    - Leverage iZone innovations to increase achievement. All faculty will transition to a transparent online grading system that will provide students and parents constant, ongoing feedback on student progress in real time.
    - Workshops with iZone partner organization New Tech to support teachers in implementation of online grading system.
  - b) staff and other resources used to implement these strategies/activities,
    - All staff will participate in this initiative. Teachers will participate in a variety of PD activities, and will implement the strategies in the classroom. Supervisory staff will work in collaboration with staff to plan and implement professional development. Supervisory staff will also conduct observations and mini-observations to monitor and support implementation of strategies in the classroom. A consultant will be hired to work as an instructional coach. Another instructional coach from ISA will also work directly to support teachers and facilitate PD sessions. Counselors and support staff will engage in

student support activities and community outreach.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
  - Teachers will work together in grade teams and in department meetings to design and implement periodic assessment tools. This process will be facilitated by supervisors and instructional coaches. Teachers will also be involved in evaluating effectiveness of assessments during principal's cabinet meetings, and whole-staff PD sessions.
- d) timeline for implementation.
  - All teachers will implement one project-based learning experience by the end of the 2<sup>nd</sup> marking period, and then will do so continuously throughout the school year.
  - Faculty will begin using the online grading system immediately at the start of the year.
  - Annual reviews for all new 9<sup>th</sup> graders will be updated prior to October 31<sup>st</sup>.
  - Professional development plan will be designed by October 31<sup>st</sup>, and implementation will happen continuously throughout the year.
  - Periodic Assessment data will be gathered by the end of January, and then a second time by the middle of April.
  - Special education consultant for instructional coaching will be hired by the end of September.
  - All teachers will have 2 mini-observations and 2 formal/informal observations complete by the end of each semester.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - HALA will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by utilizing an online grading system to provide continuous real-time feedback about student performance.
  - HALA will conduct parent workshops to help parents better understand curriculum and assessment expectations, how to monitor their child's progress on the online grading system, and other topics as needed.
  - Home visits will be conducted for students who struggle to succeed.
  - Six Parent/Teacher Conferences a year.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - HALA will attract Highly Qualified Teachers by providing teachers with multiple opportunities for peer collaboration and support, such as grade-level team meetings and department meetings.
  - Attend high school hiring fairs and hiring halls.
  - Utilize web based recruitment for job openings when applicable.
  - Emphasize teacher collaboration and curriculum creation in a supportive environment, with instructional coaching.

- Opportunity for elective class creation.
- Staff participation in school based decision making process
- Daily common planning time for departments
- Professional Development opportunities

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Queens Hospital Center provides off-site services to support students who need intensive socio-emotional supports
  - Jamaica Center for Arts and Learning partnership “21<sup>st</sup> Century” grant provides 2 resident teaching artists for the next 3 school years to support development of project-based learning experiences.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Funding Sources: Title I ARRA SIG \$18,000
  - Human Resources: grade-Level Team meeting per-session
  
  - Funding Sources: Title I ARRA SIGG \$96,700
  - Human Resources: hire AP Special Education
  
  - Funding Sources: Title I SWP \$9655
  - Human Resources: hire instructional consultant
  
  - Funding Sources: ISA Gates Grant
  - Human Resources: instructional coaching
  
  - Funding Sources: ARRA RTTT per-session \$2215
  - Human Resources: per-session for data specialist to disaggregate data
  
  - Funding Sources: TL Mandated Counseling \$6397
  - Human Resources: counseling support for students with special needs
  
  - Funding Sources: Title I SWP translation \$672
  - Material Resource: Supplies needed for translations

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

## Annual Goal #2

To improve teacher effectiveness by developing a system of support which includes frequent mini-observations and feedback that is aligned with a research based framework for teaching.

### Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Teacher observations and student data indicated the need to develop a common language and understanding of academic rigor and instructional excellence. HALA conducts ongoing assessment of the needs of the learning community, using data such as the Quality Review and Quality Review Assessment, DYO Periodic Assessment data, Learning Environment Survey data, Consultation with the SLT, consultation with the Principal's cabinet, school-wide teacher scholarship reports, student portfolios, item analysis of Regents exams, unit/teacher made exams, writing samples, and parent/community feedback.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Professional development on Charlotte Danielson Framework for Teaching will be provided to teachers.
    - School faculty will collaborate to identify 6 components from the framework to focus on school-wide for the year.
    - Develop an observation tool to use during mini-observations.
    - Individual teachers will self-identify 2 framework components on which to focus.
    - Teachers will create goals related to these components.
    - School leaders will create a schedule for observing teachers and providing feedback.
    - Feedback to teachers will be closely aligned to teacher goals and/or the 6 identified components of the Danielson Framework.
  - b) staff and other resources used to implement these strategies/activities,
    - Teachers will participate in a variety of PD activities, and will implement the strategies from the framework in the classroom. Supervisory staff will work in collaboration with staff to plan and implement professional development. Supervisory staff will also conduct observations and mini-observations to monitor and support implementation of strategies in the classroom. A consultant will be hired to work as an instructional coach. Another instructional coach from ISA will also work directly to support teachers and facilitate PD sessions.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
    - All faculty will participate in a protocol to determine which components from the framework will be the focus for the year.
    - Grade teams and departments will share and evaluate student work using a protocol.
  - d) timeline for implementation.

- Danielson workshop will be conducted at least twice before the end of the year.
- 6 components will be identified by the end of September 2011.
- Observation tool will be designed and in use by the end of September 2011.
- Teachers will create goals in September 2011.
- All teachers will have a minimum of 2 mini-observations per semester in addition to the formal/informal observation process.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Consultation with and development of school goals with the School Leadership Team.
  - Presentation at PA Meetings by the principal and administrators regularly throughout the school year.
  - Updated School Website.
  - Six Parent/Teacher Conferences a year.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - 100% of the staff will participate in professional development workshops to build awareness and understanding of research based-rubric that will be used to examine classroom instruction.
  - With 100% of staff, Principal/AP will use that rubric to facilitate individual and group conversations around classroom practice.
  - Principal and assistant principal will conduct a minimum of 4 formal and informal observations conversations for each teacher using selected components of a research based-rubric to provide feedback.
  - HALA will attract Highly Qualified Teachers by providing teachers with multiple opportunities for peer collaboration and support, such as grade-level team meetings and department meetings.
  - Attend high school hiring fairs and hiring halls.
  - Utilize web based recruitment for job openings when applicable.
  - Emphasize teacher collaboration and curriculum creation in a supportive environment, with instructional coaching.
  - Opportunity for elective class creation.
  - Staff participation in school based decision making process.
  - Daily common planning time for departments
  - Professional Development opportunities

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Funding Sources: Title I ARRA SIG \$18,000
  - Human Resources: grade-Level Team meeting per-session
  
  - Funding Sources: Title I ARRA SIGG \$96,700
  - Human Resources: hire AP Special Education
  
  - Funding Sources: Title I SWP \$9655
  - Human Resources: hire instructional consultant
  
  - Funding Sources: ISA Gates Grant
  - Human Resources: instructional coaching
  
  - Funding Sources: ARRA RTTT Citywide Instr Exp
  - Human Resources: teacher per-session \$4500.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

Develop and continuously improve our Advisory program for student academic and socio-emotional support. Teachers will implement a high-quality advisory curriculum, and 85 % of students will receive a passing grade in advisory.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Over 60 percent of students at HALA are eligible for free lunch, and the majority of students are scoring below grade level in ELA and in Math upon entry in the 9<sup>th</sup> grade. These factors indicate a high level of need for social/emotional support for students. We also conduct ongoing evaluation of data, which supports this finding. We use data such as the Quality Review and Quality Review Assessment, DY0 periodic assessment data, Learning Environment Survey data, consultation with the SLT, consultation with the Principal's cabinet, school-wide teacher scholarship reports, student portfolios, item analysis of Regents exams, unit/teacher made exams, writing samples, and parent/community feedback.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Conduct two summer advisory curriculum planning workshops prior to the start of the school year.
    - Conduct bi-weekly advisory curriculum workshops during grade-level team meetings.
    - Formalize accountability measures to ensure that advisors form relationships with the families of their advisees.
    - Hold advisory assembly programs periodically for sharing out student work products.
    - Development of survey to measure effectiveness and perception of advisory program.
    - Formalize development and cataloging of advisory curriculum.
  - b) staff and other resources used to implement these strategies/activities,
    - Teachers will participate in a variety of PD activities, including grade-level team meetings, and will implement advisory curriculum in the classroom. Supervisory staff will work in collaboration with staff to plan and implement professional development. Youth development staff will support teachers by visiting advisory classrooms and providing curriculum support. An instructional coach from ISA will also work directly to support teachers and facilitate PD sessions.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - Teachers will work together in grade teams to share and revise advisory curriculum, share student work products, and discuss the effectiveness of the advisory program. This process will be facilitated by supervisors and instructional coaches. Teachers will also be involved in evaluating effectiveness of the program during principal's cabinet meetings, and whole-staff PD sessions
- d) timeline for implementation.
  - Two planning workshops will be completed prior to the start of the school year.
  - Advisory curriculum workshops will take place throughout the year.
  - Advisory assembly programs to showcase student work will take place throughout the year.
  - A survey will be implemented during the winter, prior to February break.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Advisory teachers will be especially responsible for developing a more personalized relationship with the parents of their advisees.
  - Consultation with and development of school goals with the School Leadership Team
  - Presentation at PA Meetings by the principal and administrators regularly throughout the school year.
  - Updated School Website
  - Six Parent/Teacher Conferences a year

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - HALA will develop a culture of collaboration among faculty so that there is peer support for teachers who are implementing the advisory curriculum.
  - HALA will attract Highly Qualified Teachers by providing teachers with multiple opportunities for peer collaboration and support, such as grade-level team meetings and department meetings;
  - Attend high school hiring fairs and hiring halls
  - Utilize web based recruitment for job openings when applicable.
  - Emphasize teacher collaboration and curriculum creation in a supportive environment, with instructional coaching.
  - Opportunity for elective class creation.
  - Staff participation in school based decision making process
  - Daily common planning time for departments
  - Professional Development opportunities

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Department of Health STD workshop for 10<sup>th</sup> grade students will be offered through our Advisory program.

Queens Hospital Center, which provides on-site services for students with intense socio-emotional supports, will act as a resource for our advisors.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Funding Sources: Title I ARRA SIG \$18,000
  - Human Resources: grade-Level Team meeting per-session
  
  - Funding Sources: TL Translation Services \$240
  - Material Resources: Supplies to provide translated materials to parents

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

HALA conducts ongoing assessment of the needs of the learning community, using data such as the Quality Review and Quality Review Assessment, DY0 periodic assessment data, Learning Environment Survey data, consultation with the SLT, consultation with the Principal's cabinet, school-wide teacher scholarship reports, student portfolios, item analysis of Regents exams, unit/teacher made exams, writing samples, and parent/community feedback.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Provide curriculum development support through meetings with ISA coach and principal focused on inquiry and rigor in the ELA classroom.
    - Provide academic and social/emotional support to 100% of 9th graders through an intensive advisory program.
    - Offer extended-day tutoring in all subjects one afternoon per week.
    - Principal, AP, and ISA coach will conduct frequent formal and informal observations to support teacher's development of best practices for teaching reading and writing in all classrooms.
    - Special education and ESL teachers will share best practices for supporting ELLs and students with IEPs through grade team meetings.
    - Teachers will identify best practices in teaching through the collaborative inquiry process during grade team meetings.
    - Design and implement a literacy-rich art class for all grade 9 students. Curriculum will be designed through collaboration between art teacher and ELA teacher.
    - Continue to implement school-wide shared protocols for teaching reading "iPad" and teaching writing.
    - Lead ELA teacher will participate in a full-day workshop for developing assessment tasks.
    - Purchase of classroom libraries for all classrooms.
  - b) staff and other resources used to implement these strategies/activities,
    - Teachers will participate in a variety of PD activities, including grade-level team meetings, and will implement shared best-practices for teaching literacy across the curriculum in every classroom. Supervisory staff will work in collaboration with staff to plan and implement professional development. Youth development staff will support teachers by helping to ensure that students are enrolled in and participating in extended day and extended week

instructional supports. An instructional coach from ISA will also work directly to support teachers and facilitate PD sessions

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - Teachers will work together in grade teams and in department meetings to design and implement periodic assessment tools. This process will be facilitated by supervisors and instructional coaches. Teachers will also be involved in evaluating effectiveness of assessments during principal's cabinet meetings, and whole-staff PD sessions.
- d) timeline for implementation.
  - Professional development will occur throughout the year in weekly grade-level team meetings.
  - After-school tutoring will be available to all students starting during the 3<sup>rd</sup> week of the school year.
  - Teachers will implement shared protocols for teaching reading and writing throughout the year.
  - Lead ELA teacher will attend full-day PD before the end of October.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Consultation with and development of school goals with the School Leadership Team
  - Presentation at PA Meetings by the principal and administrators regularly throughout the school year.
  - Updated School Website
  - Six Parent/Teacher Conferences a year

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - HALA will attract Highly Qualified Teachers by providing teachers with multiple opportunities for peer collaboration and support, such as grade-level team meetings and department meetings.
  - Attend high school hiring fairs and hiring halls.
  - Utilize web based recruitment for job openings when applicable.
  - Emphasize teacher collaboration and curriculum creation in a supportive environment, with instructional coaching.
  - Opportunity for elective class creation.
  - Staff participation in school based decision making process.
  - Daily common planning time for departments.
  - Professional Development opportunities.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Queens Hospital Center provides off-site services to support students who need intensive socio-emotional supports.
  - Jamaica Center for Arts and Learning partnership “21<sup>st</sup> Century” grant provides 2 resident teaching artists for the next 3 school years to support development of project-based learning experiences.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Funding Sources: Title I ARRA SIG \$18,000
  - Human Resources: grade-Level Team meeting per-session
  
  - Funding Sources: Title I ARRA SIGG \$96,700
  - Human Resources: hire AP Special Education
  
  - Funding Sources: Title I ARRA SIGG 37,747
  - Human Resources: per-session for extended day and extended week instructional programs
  
  - Funding Sources: Title I SWP \$9655
  - Human Resources: hire instructional consultant
  
  - Funding Sources: ISA Gates Grant
  - Human Resources: instructional coaching
  
  - Funding Sources: ARRA RTTT per-session \$2215
  - Human Resources: per-session for data specialist to disaggregate data
  
  - Funding Sources: TL NYSTYL Textbooks HS \$5702
  - Human Resources: Textbooks to support instructional programs
  
  - Funding Sources: Title I SWP translation \$672
  - Material Resource: Supplies needed for translations

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the college readiness of students, teachers will be supported in the design of 4-year curriculum skills maps aligned with the CCLS and including periodic assessments to measure student attainment of skills over time. By June 2012, all teachers will have collaborated on the creation of 4-year curriculum skills maps that are aligned with the Common Core Learning Standards and with the HALA curriculum framework.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

HALA conducts ongoing assessment of the needs of the learning community, using data such as the Quality Review and Quality Review Assessment, DY0 periodic assessment data, Learning Environment Survey data, consultation with the SLT, consultation with the Principal's cabinet, school-wide teacher scholarship reports, student portfolios, item analysis of Regents exams, unit/teacher made exams, writing samples, and parent/community feedback.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Curriculum maps will be developed and aligned to the common core.
    - 50% of teachers will develop a program of periodic assessments that are aligned with core skills and will be implemented twice before the end of the year. Among these teachers will be 2 ELA teachers and 2 Math teachers, each of whom will implement a periodic assessment task that is rigorous and aligned with the common core.
    - Data from these assessments will be analyzed using an in-house protocol. This data will inform the collaborative inquiry process.
  - b) staff and other resources used to implement these strategies/activities,
    - Teachers will participate in a variety of PD activities to design 4-year curriculum skills maps and align these with the Common Core. Supervisory staff will work in collaboration with staff to plan and implement professional development, and will review curriculum documents. An instructional coach from ISA will also work directly to support teachers and facilitate PD sessions and to work one-on-one with teachers who need support developing curriculum skills maps.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Teachers will work together in grade teams and in department meetings to design and implement curriculum skills maps. This process will be facilitated by supervisors and instructional coaches. Teachers will also be involved in evaluating effectiveness of assessments during principal's cabinet meetings, and whole-staff PD sessions.

- d) timeline for implementation.
- Curriculum skills map drafts will be completed by then middle of October.
- Teachers who are early implementers of the periodic assessment initiative will administer their first assessment before the end of the first semester.
- Assessment results will be shared in grade-level team meetings, in departments, and in principal's cabinet meetings before Midwinter Recess.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Consultation with and development of school goals with the School Leadership Team
  - Presentation at PA Meetings by the principal and administrators regularly throughout the school year.
  - Updated School Website
  - Six Parent/Teacher Conferences a year

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - HALA will attract Highly Qualified Teachers by providing teachers with multiple opportunities for peer collaboration and support, such as grade-level team meetings and department meetings;
  - Attend high school hiring fairs and hiring halls
  - Utilize web based recruitment for job openings when applicable.
  - Emphasize teacher collaboration and curriculum creation in a supportive environment, with instructional coaching.
  - Opportunity for elective class creation.
  - Staff participation in school based decision making process
  - Daily common planning time for departments
  - Professional Development opportunities

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Funding Sources: Title I ARRA SIG \$18,000
- Human Resources: grade-Level Team meeting per-session
  
- Funding Sources: Title I ARRA SIGG \$96,700
- Human Resources: hire AP Special Education
  
- Funding Sources: Title I SWP \$9655
- Human Resources: hire instructional consultant
  
- Funding Sources: ISA Gates Grant
- Human Resources: instructional coaching
  
- Funding Sources: ARRA RTTT per-session \$2215
- Human Resources: per-session for data specialist to disaggregate data

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	60	45	57	48	6			
<b>10</b>	53	39	31	32	3	0	0	0
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• All students programmed into interdisciplinary Art class with curriculum designed to support grade 9 ELA class.</li> <li>• Increase classroom period to 49 minutes of instruction during the school day.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Inquiry and project-based instruction during the school day.</li> <li>• Team teaching in ELA classroom.</li> <li>• After-school tutoring one day per week.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Increase classroom period to 49 minutes of instruction during the school day.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Inquiry and project-based instruction during the school day.</li> <li>• Team teaching in math classroom.</li> <li>• After-school tutoring one day per week.</li> <li>• All grade 9 and 10 students who are scoring less than 80 on the Algebra Regents (or who have not yet taken it) enrolled in .50 credit Algebra Lab class linked to Algebra core class.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Increase classroom period to 49 minutes of instruction during the school day.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Inquiry and project-based instruction during the school day.</li> <li>• Team teaching in science classroom.</li> <li>• After-school tutoring one day per week.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Increase classroom period to 49 minutes of instruction during the school day.</li> <li>• Differentiated instruction to support the multiple learners during the school day.</li> <li>• Inquiry and project-based instruction during the school day.</li> <li>• Team teaching in math classroom.</li> <li>• After-school tutoring one day per week.</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• Thorough distributed counseling model. Counselors train advisors to form relationships with students during advisory classes in order to ensure all students are closely monitored for signs of social and emotional issues.</li> <li>• All at-risk students will meet with a counselor once per week during the day and/or after school</li> </ul>

	<ul style="list-style-type: none"> <li>• Mandated students with special needs will meet with counselor(s) as per IEP mandates</li> <li>• All ninth, tenth, and eleventh graders will have at least one meeting with a counselor per term during regular school hours</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

Our 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 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, our 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- 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 Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- 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;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Groll Christop, Byam Terry</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>325</b>
School Name <b>Hillside Arts and Letters Academy H.S.</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Matthew C. Ritter</b>	Assistant Principal <b>Raquel Nolasco</b>
Coach <b>Rochelle Hendlin</b>	Coach <b>type here</b>
ESL Teacher <b>Matthew Gologor</b>	Guidance Counselor <b>Marilyn Rodriguez-Ortiz</b>
Teacher/Subject Area <b>MATH, Shirley Brito</b>	Parent <b>Renne Smith</b>
Teacher/Subject Area <b>ELA, Fredrica McDuffus</b>	Parent Coordinator <b>Rollington Cohen</b>
Related Service Provider <b>Tom Mehldau</b>	Other <b>type here</b>
Network Leader <b>Terry Byam</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>197</b>	Total Number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>12.69%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#### SCHOOL PROFILE

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

HALA is a new school opened in September 2010. As one of five schools housed on the Jamaica Campus, HALA shares the gymnasium, auditorium, cafeteria, library, pool and health as well as some supportive services for IEP students. HALA currently has 198 students, 25 are English Language Learners of which 3 are students with special needs. HALA is an International school where rich mixtures of students attend. HALA currently has 3 are considered American 1.52%, 53 Asian/Pacific islander 26.77%, 42 Hispanic 21.21%, 76 Black 38.38%, 14 white 7.07% and 4.04% not reported. Ells are 12.12% of HALA's population.

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

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

#### THE IDENTIFICATION PROCESS

Our ESL program will service approximately 25 students during the 2011-2012 school year as per the LAB-R and NYSESLAT. Hillside Arts and Letters Academy follows these procedures for identifying potential ELLs. Marilyn Rodriguez-Ortiz Guidance Counselor administers the Home Language Survey (HLIS) to all students who are entering for the first time a New York City public school. If the home language is other than English or student's native language is other than English a formal interview is conducted by a pedagogue in the student's native language. The assistant principal also meets with the parents for a formal interview in the parent's

native language.

Out of our 25 ELLs 10 speak Spanish, 9 students speak Bengali, 1 Arabic, 3 Haitian Creole, 1 French and 1 Pushto. At registration, most parent came with a translator. This year, we have a staff member that speaks Bengali, but employed personell from another agency to assist us with translation for other languagaes. For parents who need language assistance in other than the languages that are not spoken at the school, the guidance counselor will contact the NYC Department of Education Translation and Interpretation Unit for assistance in conducting the formal interviews and for the translation of documents. After formal interview with the student, parent, and a review of the HLIS, if student is identified as a speaker of a language other than English, the Language Assessment Battery-Revised (LAB-R) is administered by MATthew Gologor, ESL Teacher, in the first 10 days of attendance at the school. If the student's home language is Spanish the Spanish LAB-R is also administered. If the student scores at Beginning, Intermediate or Advanced level is identified as Limited English Proficient (LEP). Student is then placed in appropriate program.

### PERIODIC EVALUATION

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

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

If the student is identified as an English Language Learner the parent is asked to attend an orientation session where they are informed of our program for ELLs and given choices of available programs at other sites. Parents will be shown a video and given literature so they can understand the differences of a Transitional Bilingual, Dual Language, Freestanding ESL program. At these sessions we provide written and visual material for parents to explore and take home in their native language. Families of students identified as ELLs are invited to an orientation session where Mr. Gologor ESL Teacher and other if interpreters are necessary, Mr. Acosta AP, Ms. Nolasco AP. Marilyn Rodriguez-Ortiz Guidance Counselor and Mr. Khan for our Bangladeshi speaking families. During this session families will be informed of the 3 programs available in NYC schools. These are Dual Language, Transitional Bilingual, and Freestanding ESL. Letters will be sent to parents if we intend to offer a new program they chosen BTE/DL program.

Parent Survey and Program Selection forms overwhelmingly indicate parents prefer to have their child enrolled in an ESL Program; therefore, HALA provides a Free-Standing ESL Program. Data from the small number of students we have show a 100% choice for a Freestanding ESL Program. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process.

Every child in the district is the identification, the appropriate placement and educational services for every child in the district.

**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

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

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

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

progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

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

The New York State English as a Second Language test (NYSESLAT) will be administered every spring where students are again evaluated to properly categorize them into levels and effectively program them with a cohort that will better serve their individual needs. This test also serves as a measuring bar to gauge their growth over a period of time. Extra supportive programs are developed according to the evaluation of these and other test results. Members of the Team will review ATS report to assure all modalities of the NYSESLAT are administered to all student eligible for NYSESLAT. We periodically pull ATS reports, RLER, RLAT, RLAB, RNMR and REXH if necessary. Continual review of these and other reports also help us program students for correct classes.

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

Members of the Team will review NYSESLAT test results after each testing peirod. The ESL classroom teacher Matthew Gologor will distribute and retrieve continued service letter for those not sucessful of the NYSESLAT. He will check off students’ names and refer them to the administrative staff (assistant principals) if any families fail to submit forms in a timely manner. After the ESL Teacher makes his final attempt to retrieve letters, he will reuturn collected forms and folder to Mr. Acosta or Ms. Nolasco for storage or further action if necessary. We will follow-up with teacher, student and families to answer any questions they may have. Parent surveys and program sselection forms and other will be stored in main office labled ELL Parent forms and letters.

The ESL Teacher Matthew Gologor will maintain placement letters and records indicating parent choice. Parent choice will be discussed with families during the registration process and program orientation session.

## 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

### This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional</b>														<b>0</b>

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										11	5			16
<b>Push-In</b>										4	5			9
<b>Total</b>	0	0	0	0	0	0	0	0	0	15	10	0	0	25

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	20	1	2	3		1	2				25
<b>Total</b>	<b>20</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>		<b>25</b>

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

**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
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

## 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										8	2			10
Chinese														0
Russian														0
Bengali										4	5			9
Urdu														0
Arabic										1				1
Haitian										2	1			3
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>25</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

## A. Programming and Scheduling Information

LAB-R. The ESL teachers will provide 540 minutes per week of ESL instruction for the beginning students in English language acquisition, 360 minutes a week for intermediate students and 180 minutes a week of ESL instruction and 180 minutes of ELA instruction for the advanced students as per the Language Allocation Policy and as mandated by CR Part 154.

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

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

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

4. To ensure ELLs are appropriately evaluated in their native language, we ask them to provide a writing sample in their native language. A staff member speaking their language will review it and assess them when possible. We recognize academic skills transfer between languages so it is a priority to assess students in their native language to predict student success.

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

5A. SIFE students will be targeted for increase knowledge of vocabulary. We intend to increase their school day by offering pm school so they can benefit from additional hour of academic instruction. They will also be participating in our Saturday school program meeting for 15 weeks every semester. They can participate in our Monday through Thursday tutoring program where students get help in all academic classes, Math, Science, Social Studies, English and others. Funds will be used to purchase materials that will support their language development and academic skills in writing, reading, listening and speaking.

We believe that students' native language supports progress in English literacy and, therefore, all ELLs are encouraged to be cognizant and continue their development of the first language. This is especially important for Students with Interrupted Formal Education (SIFE) The school will utilize TITLE III funds to supplement the core curriculum and secure materials that scaffold learning. For students with Interrupted Formal Education (SIFE), we will provide: early morning/after-school and Saturday Programs to develop the academic and linguistic development of SIFE students.

5B. We will contract a literacy coach to train teacher to effectively help English Language Learners. Our team will visit library and evaluate library resources and plan how to use for the benefits of ELLS. Teachers differentiate with ELLS in mind and also use rubrics to create consciousness on how to create good quality work.

We intend to increase their school day by offering pm school so they can benefit from additional hour of academic instruction. They will also be participating in our Saturday school program meeting for 15 weeks every semester. They can participate in our Monday through Thursday tutoring program where students get help in all academic classes, Math, Science, Social Studies, English and others. Funds will be used to purchase materials that will support their language development and academic skills in writing, reading, listening and speaking.

## A. Programming and Scheduling Information

5C. We will contract a literacy coach to train teacher to effectively help English Language Learners. Our team will visit library and evaluate library resources and plan how to use for the benefits of ELLS. Teachers differentiate with ELLS in mind and also use rubrics to create consciousness on how to create good quality work.

Other after school support includes Regents Prep across the content areas in core subjects such as Math, Social Studies, Sciences and ELA. ESL students are encouraged to take tutoring opportunities and the ESL teacher is available to offer support to students and tutors alike with techniques, strategies and ideas so that individual student's needs can be better met. Resources that can supplement students in tutoring and in their core curriculum include graphic organizers, dictionaries, vocabulary strategies and reading activities (i.e. how to use and search for terms in the dictionary, glossaries, vocabulary bookmarkers, games, etc). In addition to increasing content awareness, this helps students with Regents preparation as it helps them amass useful language strategies which can be brought to the test taking situation.

Our Comprehensive Literacy Program will spearhead the strategies utilized to foster academic growth. The Literacy Team will use the Balanced Approach to Literacy, including the implementation of Standard-Based instruction, continuous assessment of students, and developing rubrics and portfolios.

Writing is an important communicative task that should also be aesthetic and enjoyable. In the classroom, writing is approached with purpose and authenticity in order to engage student participation and understanding. Support services offered include:

Components of a Balanced Literacy Program will include:

- Independent reading
- Independent writing
- Shared Reading
- Guided reading
- Inter-active Writing

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
and rubrics decide other 100%	Still others depend on standardized testing and overall student achievement. When the latter shows low results in writing, reading or speaking, several plans of action can occur in the classroom and in school.		
75%			
50%			
Our Saturday program 25%	provides an extra 2 hours of		
works intensively on 100%	developing students' skills with grammar, sentence structure, and organization. Using a writing frame developed here at HALA, all students		
75%	write writing essays that are grammatically correct and well organized. Scaffolding experiences include the use of		
50%	models, graphic organ		
25%	izers, and peer editing work focused on writing in science disciplines. Simi		
lessons.	100%		
	75%		
Our extended day program 50%	also supports our ELLs. Each of our teachers holds a tutoring session for one hour after school once per week		
to support students in 25%	completing the writing piece		
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

5D

Long-Term ELLS

The school will utilize TITLE III funds to secure supplementary reading and math instruction for long term ELLs as determined by the classroom teacher, the principal and other related personnel. Increasing language instruction is a priority for Long-Term ELLs. In addition,

## B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

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

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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- Integrating vocabulary acquisition through implementation in all content area lessons.
- Allowing sufficient time for conceptual analysis.
- Providing opportunities for practice of the new terms and time for review utilizing ESL strategies.
- Providing a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).
- Providing ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- Employing scaffolding techniques consistently (modeling, text representation, bridging, contextualization, schema building and metacognitive development) and providing the right amount of language support to move students from one level of understanding to a higher level throughout lesson.
- Displaying board work, difficult terms, graphs, and diagrams in a print rich environment utilizing synonyms and clearly labeled processes.

## Courses Taught in Languages Other than English

### 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

Math:

NA

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

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

Professional development is ongoing at HALA. We recognized that building teacher capacity to serve English Language Learners will translate into better student achievement. Our professional development program will focus on providing participating teachers ESL Teacher MAtthew Gologor, Math Teachers Ms. Brito/Ms. Mcrea, Science Teachers Ms. Patel/Mr. Khan, Social Studies Teachers Mr. Yellin/Ms. Morrissey scaffolding and differentiated instruction strategies for teaching English Language Learners within all content areas.

Some topics that will be addressed during these professional development sessions include:

1. Scaffolding Across The Curriculum; Strategies & Implementation (multi-session study group)
2. Differentiated Instruction
3. Preparing ELLs to Meet City & State Standards to Gain a Clear Understanding of the NYSESLAT/Regents
4. Push-in & Team Teaching Strategies Implementation (multi-session study group)
5. Teaching science to ELL students
6. Interactive Learning and the ELL Student
7. Writing Strategies for ELLs: Regents Strategies & DBQ

- Intensive professional development will be provided by an instructional coach, educational consultants, and assigned mentors.
  - All teachers will participate on grade-level inquiry teams.
  - Individual teachers will plan units and lessons with the help of the coach.
  - All teachers will participate in grade-level team meetings where curriculum will be shared and critiqued using structured feedback protocols.
  - All teachers will plan curriculum collaboratively with grade teams and learn from inter-visitations.
- Professional development is provided by school staff, community learning support personnel organization.
- School Staff: Within the schools Professional Development program, the focus is on:
    - o The literacy needs of our ELL population.
    - o Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments.
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### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

## B. Programming and Scheduling Information--Continued

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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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### 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

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# 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)										10	3	0	0	13
Intermediate(I)										3	3	0	0	6
Advanced (A)										2	4	0	0	6
Total	0	0	0	0	0	0	0	0	0	15	10	0	0	25

## NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										6	0	0	0
	I										6	3	0	0
	A										2	2	0	0
	P											6	0	0
READING/ WRITING	B										6	1	0	0
	I										6	3	0	0
	A										2	4	0	0
	P											3	0	0

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

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	7	0	3	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	8	0	2	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The results of the LAB-R and the previous year's NYSESLAT scores are considered to assess student skill prior to the commencement of the school year. In addition, Mr. Gologor ESL teacher has designed assessments to use at different interval of the semester. He seeks to evaluate skills in reading, writing, speaking and listening and use those to inform instruction. The data is also shared with subject area teachers

## 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

## Part VI: LAP Assurances

**School Name:** Hillside Arts and Letters Acad

**School DBN:** 28Q325

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matthew C. Ritter	Principal		1/1/01
Raquel Nolasco	Assistant Principal		1/1/01
Rollington Cohen	Parent Coordinator		1/1/01
Matthew Gologor	ESL Teacher		1/1/01
Renee Smith	Parent		1/1/01
Matthew Yellin	Teacher/Subject Area		1/1/01
Shirley Brito	Teacher/Subject Area		1/1/01
Rochelle Hendlin	Coach		1/1/01
	Coach		1/1/01
Marilyn Rodriguez Ortiz	Guidance Counselor		1/1/01
Terry Byam	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 28Q325      **School Name:** Hillside Arts and Letters Academy

**Cluster:** 4      **Network:** CFN 404

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**Language Number of Parents**

Arabic    2  
Spanish 10  
Bengali   9  
Haitian-Creole 3  
Pushto    1  
French    1

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

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

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

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

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

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

Parents are critical to the academic success of our students. As a result of our interviews and assessment, we find that we need to continue focusing our efforts in three areas: (1) effective home-school communication; (2) involving all our parents in school decisions and providing services; (3) education for all our parents. Our guidance counselor and other faculty members who are fluent in Spanish will act as interpreters and translators for our Spanish Speaking parents when the need arises. Interpreters will be on hand at parent-teacher conferences. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

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

Rollington Cohen parent coordinator evaluates student home language needs periodically. The information is related to the guidance counselor Ms. Rodriguez-Ortiz as she frequently puts together family informative packets sent home with students. Some notices are also mailed directly home. If items need to be translated we try to use school staff if possible. Our second option is to seek the help of the translation unit. If they cannot help for any reason, we will seek an outside provider for assistance although we had not had the need yet. Faculty members will be paid per-session to translate materials from English to Spanish. Two interpreter's dictionaries will be purchased and used by the translators. Translators will assist in school events, such as, Parent-Teacher conferences, PTA meetings, workshops, and other meetings between DOE staff and non-English speaking parents. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.