



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** HILLCREST HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 28Q505

**PRINCIPAL:** STEPHEN M. DUCH **EMAIL:** SMDUCH@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](#).

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
S. M. Duch	Principal	Signature on File
M. Beckford	UFT Chapter Leader	Signature on File
David Morris	PA/PTA President	Signature on File
Areefa Subrati	Student Representative	Signature on File
Sharnell Creary	Student Representative	Signature on File
David Morrison	Member/CSA	Signature on File
Stanley Hill	Member/Parent	Signature on File
Deidre Morris	Member/Parent	Signature on File
Marvett Burke	Member/Parent	Signature on File
Tara Maharaj	Member/Parent	Signature on File
Sergio A. Perez	Member/UFT	Signature on File
Ronald Thompson	Member/UFT	Signature on File
Manny Degenakis	Member/UFT	Signature on File
Bertha Brooks	Member/Parent	Signature on File
Lorraine Jerome	Member/Parent	Signature on File
Joanne Casey	Member/UFT	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 - Adult Learning**

**By June 2012 all adult professionals will be able to articulate and practice a common set of beliefs on what good teaching and good learning looks like.**

#### Comprehensive Needs Assessment

- Data analysis, curriculum revision, and professional literature all indicate the importance of a school wide set of beliefs on what constitutes good teaching.

#### Instructional Strategies / Activities

- Teachers will complete self-evaluation surveys and, in conjunction with APs supervision, develop individualized PD Action Plans aligned with a research based framework for measuring effective teaching.
- Teachers will participate six days of PD activities/month, facilitated by the AP Supervision, focusing on planning and implementing effective lessons, and aligned with frameworks for measuring effective teaching.
- Teachers will be provided with specific and actionable feedback from the principal, AP Supervision, the New Vision LDF, and their colleagues, regarding the effectiveness of their lessons, and their alignment with the schools, common beliefs.

#### Strategies to Increase Parental Involvement

- Parents together with the School Leadership Team are invited in for monitoring and feedback walkthroughs.
- Sharing and discussing updates of this goal at monthly Parent Teacher Association meetings.
- Constant feedback to parents on student lateness, absences, and academic progress via phone calls, letters, and emails.
- Inviting parents to school events such as, award ceremonies, Financial Aide / College Readiness nights / Family Involvement Night

#### Strategies for Attracting Highly Qualified Teachers (HQT)

- Teachers are presented with clear and structured goals along with frequent and meaningful feedback.
- Teachers utilize Instructional Week and Common Time to work on goals, instructional initiatives as well as a multitude of supports for students.

#### Service and Program Coordination

- New Visions PSO support
- SES tutoring services federally funded-providing tutoring services at home for families with a focus on struggling Subgroups such as Hispanic and SWD.
- Queens Community House, (CBO) providing academic intervention, counseling services (group & individual), and SAT Prep.

#### Budget and Resources Alignment

- Title I SWP – 10% Professional Development
- Children's First Network Support & One Time Allocation – New Visions
- Fair Student Funding

## 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 - Teaching and Learning**

- **By June 2012 all curricula will reflect a narrow focus linking NYS standards and Common Core Standards to include strategies which effectively measure student progress.**

#### Comprehensive Needs Assessment

- While student achievement results has improved steadily, subgroups of student-performance on state assessments has been uneven with certain groups lagging.

#### Instructional Strategies / Activities

- Curriculum maps for all content areas have been developed utilizing UBD frameworks. These maps are aligned to state standards and incorporate CCSS. Frequent periodic Assessments including Acuity to identify subgroups and learning gaps.
- Teams of teachers worked collaboratively with administrators to draft documents which have been implemented and undergo revision.
- Data from common assessment is analyzed to revise instruction.

#### Strategies to Increase Parental Involvement

- Parents together with the School Leadership Team are invited in for monitoring and feedback walkthroughs.
- Sharing and discussing updates of this goal at monthly Parent Teacher Association meetings.
- Constant feedback to parents on student lateness, absences, and academic progress via phone calls, letters, and emails.
- Inviting parents to school events such as, award ceremonies, Financial Aide / College Readiness nights / Family Involvement Night

#### Strategies for Attracting Highly Qualified Teachers (HQT)

- New Visions PSO support
- Teachers are presented with clear and structured goals along with frequent and meaningful feedback.
- Teachers utilize Instructional Week and Common Time to work on goals, instructional initiatives as well as a multitude of supports for students.

#### Service and Program Coordination

- SES tutoring services federally funded-providing tutoring services at home for families with a focus on struggling Subgroups such as Hispanic and SWD.
- Queens Community House, (CBO) providing academic intervention, counseling services (group & individual), and SAT Prep.
- New Visions PSO support
- Student support Programs such as; Saturdays @ Hillcrest; Weekly Thursday / Friday Tutoring
- Support ELL learners include "Title 3" After-School Academic Tutoring; SIFE Tutoring as well as support for ESD population utilizing the "Recent Immigrant Grant."

#### Budget and Resources Alignment

- Fair Student Funding
- Contract for Excellence HS
- ARRA RTTT Citywide Inst Exp
- DYO Assessment

### 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 – Technology/Capacity Building**

- **By June 2012 all teachers will have multiple opportunities to continue to develop the skill set necessary to utilize technology to support lessons and engage all students in the learning process.**

#### Comprehensive Needs Assessment

- Provided technology survey to all staff to assess teacher skill level and professional needs.

#### Instructional Strategies / Activities

- Identifies most common technology needs
- Provide technology workshops grouped according to 5 areas of technological need.
- AP, Technology Coordinator and advanced lead teacher plan activities and professional development.
- Utilize Directors to develop technology professional development plan according to Individual SLC need by November 2011.

#### Strategies to Increase Parental Involvement

- Saturday Parent Academy provides activities to develop technology skills and support parents & students in the learning process.
- Sharing and discussing updates of this goal at monthly Parent Teacher Association meetings.
- Constant feedback to parents on student lateness, absences, and academic progress via phone calls, letters, and emails.
- Inviting parents to school events such as, award ceremonies, Financial Aide / College Readiness nights / Family Involvement Night

#### Strategies for Attracting Highly Qualified Teachers (HQT)

- Provide opportunity for highly qualified teachers to present their best practices during Common Planning Time, Professional Development and Saturday Academy.
- New Visions PSO support

#### Service and Program Coordination

- Support Programs such Teacher PD during Saturdays @ Hillcrest
- SES providing tutoring services and laptops to assist students with instructional strategies.
- New Visions PSO support

#### Budget and Resources Alignment

- Fair Student Funding
- Title I – 10% Professional Development
- Title I – 1% Parent Involvement
- Computer Maintenance HS

## 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 - Accountability**

- **By June 2012 all teachers will receive frequent observations (according to a research-based framework) that provide structured, meaningful, and focused feedback, including a plan for next steps, resulting in improved instruction and student outcomes.**

#### Comprehensive Needs Assessment

- During the 2010-2011 school year student progress was an area of focus on the Progress Report.

#### Instructional Strategies / Activities

- Instructional week PD will be driven by patterns identified from the frequent feedback.
- All Instructional Supervisors will conduct frequent meaningful feedback with a minimum of 2 per cycle. Feedback is electronically sent within 48 school hours.
- All teachers will receive a minimum of 1 for tenured and 2 for untenured formal observations.

#### Strategies to Increase Parental Involvement

- Parent workshops that will increase parenting skills, understanding education/ accountability/ grade level curriculum and assessment expectations.
- Opportunities for parents to join SLC meetings.
- Sharing and discussing updates of this goal at monthly Parent Teacher Association meetings.
- Constant feedback to parents on student lateness, absences, and academic progress via phone calls, letters, and emails.

#### Strategies for Attracting Highly Qualified Teachers (HQT)

- All current instructional staff will receive feedback based on a research base framework.
- Teachers utilize Instructional Week and Common Time to work on goals, instructional initiatives as well as a multitude of supports for students.
- New Visions PSO support

#### Service and Program Coordination

- New Visions will support all Instructional Supervisors with coaching on strategies for effective feedback
- Student support Programs such as; Saturdays @ Hillcrest; Weekly Thursday / Friday Tutoring
- Support ELL learners include "Title 3" After-School Academic Tutoring; SIFE Tutoring as well as support for ESD population utilizing the "Recent Immigrant Grant."

#### Budget and Resources Alignment

- Fair Student Funding
- Title I – 10% Professional Development
- Title I – 1% Parent involvement
- ARRA RTTT Citywide Inst Exp
- Children's First Network Support & One Time Allocation – New Visions

## 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 - Parental Involvement**

- **By June 2012, through the use of Datacation, 100% of parents will have had the opportunity to be registered into a data portal that will provide them with access to their child's academic records, attendance, and direct communication with classroom teachers and administration.**

#### Comprehensive Needs Assessment

- Parents have limited time to participate in student progress, attendance issues, and communication with teachers and school staff.

#### Instructional Strategies / Activities

- Parent Association meeting including training, Parent Teacher Conference night training
- School Messenger
- Social networking-Facebook/Twitter
- Parent Coordinator training sessions
- School website

#### Strategies to Increase Parental Involvement

- Saturday @ Hillcrest Parent Academy Workshops
- Promotional activities (ie. Door prizes)
- Enhanced in-take process - Parents are signed up during counseling session with Guidance Counselors / Directors, Dean's meetings, Attendance Meetings...
- Parents together with the School Leadership Team are invited in for monitoring and feedback walkthroughs.
- Sharing and discussing updates of this goal at monthly Parent Teacher Association meetings.
- Constant feedback to parents on student lateness, absences, and academic progress via phone calls, letters, and emails.
- Inviting parents to school events such as, award ceremonies, Financial Aide / College Readiness nights / Family Involvement Night

#### Strategies for Attracting Highly Qualified Teachers (HQT)

- New Visions PSO support
- Teachers utilize Instructional Week and Common Time to work on initiatives to support parents and students.

#### Service and Program Coordination

- New Visions; Datacation
- SES tutoring services federally funded-providing tutoring services at home for families.
- Queens Community House, (CBO) providing academic intervention, counseling services (group & individual), and SAT Prep.

#### Budget and Resources Alignment

- Title I – 1% Parent Involvement
- Parent Coordinator HS
- Fair Student Funding
- Title III- Parent Involvement

**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>	929	929	929	929	929	35	929	929
<b>10</b>	854	854	854	854	854	25	854	854
<b>11</b>	649	649	649	649	649	14	649	649
<b>12</b>	721	721	721	721	721	19	721	721

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>	<p>9<sup>th</sup> Grade NCEE program; Double Period during the School Day            English tutoring: one-to one and small group; during the school day, after school and Saturdays            PM School: After School            Saturdays @ Hillcrest: Small Group; Saturday            Mandated Review Class: Small Group; During the School Day            Concurrent Options: One-To-One; Saturday</p>
<b>Mathematics</b>	<p>Students of Pre-Teaching Institute and ARISTA recommended by Math Teacher Assigned to Students. Peer tutors are under the supervision of a licensed math teacher.</p> <p>Licensed teachers provide tutoring in 75 minute - 2 hour sessions.</p> <p>Students are programmed for small group sessions outside of their regular scheduled classes. Licensed teachers provide tutoring 9 periods per day, 5 days per week.            Concurrent options: one-on-one, Monday and Saturday.</p>
<b>Science</b>	<p>Saturdays at Hillcrest            Circular 6 assignment by selected teachers            PM School, After school tutorials</p>
<b>Social Studies</b>	<p>Saturdays @ Hillcrest:            PM School: after-school classes for credit recovery            Concurrent Options: independent studies program for graduating seniors            Tutoring: in-school tutoring program</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<ol style="list-style-type: none"> <li>1. Guidance counselors will monitor “at-risk” students who fail more than two classes each marking period.</li> <li>2. Parents/guardians of students will be invited to school for guidance conferences to discuss strategies to use at home to combat problem collaboratively.</li> </ol>

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

**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**

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

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

*Explanation – School Parental Involvement Policy:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a <sup>1</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### **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.

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

#### **School Responsibilities:**

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

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

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

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

**Provide parents reasonable access to staff by:**

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

**Provide general support to parents by:**

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

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;

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

**Student Responsibilities:**

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

- always try my best to learn

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

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

***School Responsibilities:***

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

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

Support home-school relationships and improve communication by:

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 28Q505 **School Name:** Hillcrest High School

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*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

SWD did not meet AYP on the 2010-11 NYS ELA Regents. Our SWD population achieved a Performance Index of 165, with the effective AMO being 170.

SWD & Hispanic did not meet AYP on the 2010-2011 NYS Mathematics Regents. Our SWD population achieved a Performance Index of 133, with the effective AMO being 167. Our Hispanic population achieved a Performance Index of 171, with the effective AMO being 172.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

ELA/Math – SWD and Hispanic student groups:

Students with Disabilities and Hispanic students will both be targeted to participate in our Saturdays @ Hillcrest program / Regents Marathon. The goal of the program is to support students with additional review for the regents. Teachers will utilize student data and look at student work, specifically the students' past Regents exam to create an instructional plan aligned to the student's individual needs. Some additional interventions are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
  - Students will work with ISS and Math teachers who will support the student with differentiated instructional strategies, academic vocabulary difficulties, processing difficulties, writing issues, as well as other factors that might inhibit their ability to pass the exams.
  - Teachers will provide students with the same testing accommodations they are entitled to according to their IEP for the actual exam in order to help students prepare.
  - Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
  - Strategies to increase daily and period attendance.
- 

### **Part B: For Title I SINI Schools Only**

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

Our Title I 10% set aside is used to fund the following:

PD Workshops on how to develop and implement Danielson's Framework for Teaching PD Workshops on how to develop and implement the Common Core Standards, including curriculum alignment Facilitate Common Core Task planning and implementation Various differentiated workshops for teachers/supervisors determined by observations, walkthroughs, teacher surveys, and teacher requests.

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

All new teachers at our school are programmed for the following mentor support:

- All new teachers are assigned a mentor that they meet with 2 periods per week. Minutes of discussion are logged on the NYCDOE Mentor Tracking system.
- Weekly departmental planning session
- Weekly SLC team planning session
- Monthly New Staff meeting

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will utilize the Parent Notification letter provided by the Department of Education. The letter has been translated into the necessary languages. The letter was back-packed home to all students. In addition a copy of the letter will be placed on our school web site. A meeting for parents took place as a follow up to the letter, which focused on answering any questions parents may have about the school improvement interventions and programs described within the letter including strategies and activities to expand parent involvement to support school wide efforts to improve student performance.

**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 [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Debra Maldonado/Derek Smith</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>505</b>
School Name <b>Hillcrest High School</b>			

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

Principal <b>Steve Duch</b>	Assistant Principal <b>Justin Follyga</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Helena Goncalves</b>	Guidance Counselor <b>Anthony Rico</b>
Teacher/Subject Area <b>Pedro Cubero/Social Studies</b>	Parent <b>David Morris</b>
Teacher/Subject Area <b>Jose Rios/Math</b>	Parent Coordinator <b>Prateema Dhane</b>
Related Service Provider <b>Nathalie Hiller</b>	Other <b>Judy Valerio/Bilingual Counsel</b>
Network Leader <b>Derek Smith</b>	Other <b>Ramjan Nazila/SLC Director</b>

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

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>14</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</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>3116</b>	Total Number of ELLs	<b>486</b>	ELLs as share of total student population (%)	<b>15.60%</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. 

Paste response to questions 1-6 here

Any parent who wants to enroll an ELL student at Hillcrest goes to one of the three Queens Enrollment Centers where the prospective student information is called and entered to the ATS system. Hillcrest receives via ATS the preliminary information on the prospective student and the prospective registrant and parents report to room 116M where two admission staff members, Mrs. Linda Blader, the guidance and admissions secretary and Mrs Soraya Fonteba, the Spanish Family Bilingual school aide assist Mrs. Goncalves, and ESL TEacher and BESIS Coordinator administer the HLIS and proceed with an oral interview in English or in Spanish. If a parent needs service with another language, a school staff(a list of teachers who speak different languages is available) pre-selected is brought to the admission office to interpret for the parent. Otherwise, the admission office will solicit a telephone interpretation from the interpretation unit. Thereafter, the parent and the prospective ELL student are sent to room 253 where Mrs. Helena Goncalves, an ESL licensed teacher and Besis Coordinator administers the lab-R and the SIFE diagnostic test to the student in English and Spanish if the prospective student speaks another language at home rather than English. Every year, the ESL licensed Besis Coordinator, reviews student's NYSESLAT eligibility in ATS and eligible students are scheduled to be tested in April and May. The following steps are taken in order to administer the NYSESLAT yearly between April and May:

1. The BESIS and ESL Coordinator sends letters to ELL parents to inform them about their child's entitlement to take the NYSESLAT test
2. The letter includes the dates, time and place of the test
3. Each individual ELL student receives a test notification letter in class to report to the assigned location and time for the NYSESLAT administration.

Parents are offered an orientation of program choices through a DoE DVD presentation in the parent's native language during the first encounter with the admissions office and the ESL licensed Besis coordination and a formal presentation at a scheduled appointment. Hillcrest offers only Transitional Bilingual and Freestanding ESL. The Besis coordinator explains the three possible choices parents have and which schools offer these programs. Additionally, entitlement letters are mailed home and additional copies are handed to students to be taken home in case the mailed letter does not reach the parents. If a form is not returned within a reasonable time, and the parents do not answer phone calls to discuss their choices further, then the student is by default program for Transitional Bilingual Education or Free Standing ESL Program.

Spanish speaking parents tend to select the Transitional Bilingual Education program as many expressed the need to support their children's literacy needs in Spanish before transitioning into English. Most of these students are new -comers and are semi-literate in Spanish. The ESL and BESIS Coordinator administers the Spanish Lab-R and the English Lab-R within ten school days to new ELLs upon admission to Hillcrest H.S.

Parents with other linguistic backgrounds often select ESL program only because the school does not have qualified and certified bilingual teachers in these languages and the parents so chose to keep their child at Hillcrest instead of transferring to another school that offers their program of choice. Three orientation sessions are scheduled through out the academic year(Two in the fall and one in the spring)where parents receive Surveys and Program Selection forms to be fill out and submitted at their earliest convenience.Besides, ongoing orientation meetings are held as the need arises. A copy of the entitlement letter, student class schedule, program selection

forms, Home Language Survey are kept in file in the BESIS Coordinator's office. Parents surveys are collected at time of registration, during PTA meetings, parent conferences or by appointments with parents by BESIS Coordinator.

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

After reviewing the NYSESLAT scores of 2011, it is apparent that more 9th and 10th graders performed at the beginning level while the 11th and 12th graders performed at the Intermediate and Advance levels. Additionally, most 9th and 10th graders who scored at advance levels came from junior high schools and have been in the country for some time.

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

Hillcrest High School has a total of 486 ELL students, which represents 15% of the school's student population. The major linguistic groups are Spanish, Bengali, Haitian Creole and Urdu. Hillcrest offers two programs for the ELL population: The Transitional Bilingual Education for Spanish speaking students and the self-contained ESL program for the other languages.

**I. Transitional Bilingual Education Program in Spanish**

About 30% of the ELL's are enrolled in the Transitional Bilingual Education program. Most students are programmed for 8 periods a day in native language and content subject classes that comprise beginning, intermediate and advance. We offer 3 bilingual classes in each content subjects such as: Social Studies Math and Science for a total of 12 bilingual classes .

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/>
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**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="radio"/>	No <input 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 Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										5	4	2	1	12
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Self-Contained										20	17	12	7	56
Push-In														0
<b>Total</b>	<b>0</b>	<b>25</b>	<b>21</b>	<b>14</b>	<b>8</b>	<b>68</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	486	Newcomers (ELLs receiving service 0-3 years)	359	Special Education	34
SIFE	73	ELLs receiving service 4-6 years	74	Long-Term (completed 6 years)	53

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	120	19	3	17	8	0	8	3	1	145
Dual Language										0
ESL	239	23	9	57	14	8	45	6	17	341
<b>Total</b>	<b>359</b>	<b>42</b>	<b>12</b>	<b>74</b>	<b>22</b>	<b>8</b>	<b>53</b>	<b>9</b>	<b>18</b>	<b>486</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										43	28	42	32	145
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>43</b>	<b>28</b>	<b>42</b>	<b>32</b>	<b>145</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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:     

Asian:     

Hispanic/Latino:

Native American:     

White (Non-Hispanic/Latino):     

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										57	46	45	42	190
Chinese										1	1	1		3
Russian										1	1			2
Bengali										35	33	46	29	143
Urdu										8	3	5	10	26
Arabic										16	7	3	3	29
Haitian										14	12	6	5	37
French										2	4		4	10

## 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
Korean										1				1
Punjabi										7	9	6	6	28
Polish														0
Albanian														0
Other										6	3	1	7	17
<b>TOTAL</b>	<b>0</b>	<b>148</b>	<b>119</b>	<b>113</b>	<b>106</b>	<b>486</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?

Paste response to questions 1-7 here

Freestanding English as a Second Language ESL

Hillcrest follows the self-contained ESL instructional program model. Our ESL program is organized to serve a variety of students from varied languages and cultures. We offer 68 periods(48 minutes each) of ESL classes daily.

Based on the results of the NYSESLAT and Lab-R, students are scheduled for Beginning, Intermediate or Advance classes. The Beginning classes receive 720 minutes per week of instruction in ESL, the Intermediate receives 480 minutes and the Advance receives 225 minutes.

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

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

Advance native language classes utilize 25% of Spanish and 75% of English, which equals to 34 minutes of instruction in English in a 45-

## A. Programming and Scheduling Information

minute period class. Students develop the same skills as at the Intermediate level; however, there is more focus on fluency in English. All Beginning bilingual students spend 48 minutes in Social Studies, 48 minutes in Science, 90 minutes in Math, 48 minutes in NLA and 144 minutes in ESL daily.

All Intermediate and Advance students receive 48 minutes instruction daily in all subject classes except English where they receive 96 to 144 minutes of instruction daily.

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

### Academic Language Development Plan

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

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

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

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

### Plan for SIFE and Long Term ELLs:

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

### Plan for Newcomers and Special Education Placement:

Hillcrest has created a Newcomers' Institute where students who have newly arrived to the USA and students in need of Special placement receive personalized instruction in a small learning community. Students in the Newcomers Small Learning Community receive individualized and differentiated instruction while using research based strategies and techniques such as sheltered instruction and WestED methodology. Teachers have access to SWD's IEPs and the Vision Literacy textbooks, Castle Learning Software and the National Geographic Edge Online Coach Reading Fluency program are implemented according to SWD's proficiency levels and IEP recommendations.

The majority of ELL-SWD are programmed in CTT classes where they have full access to the content teachers and receive support from the Special Ed teachers and the core curricula.

### ELA

From the Intermediate level, our students receive an instructional program that is aligned with the ELA standards and core ELA curriculum. ELA licensed teachers teach these courses and focus is particularly placed on reading and analyzing literature.

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

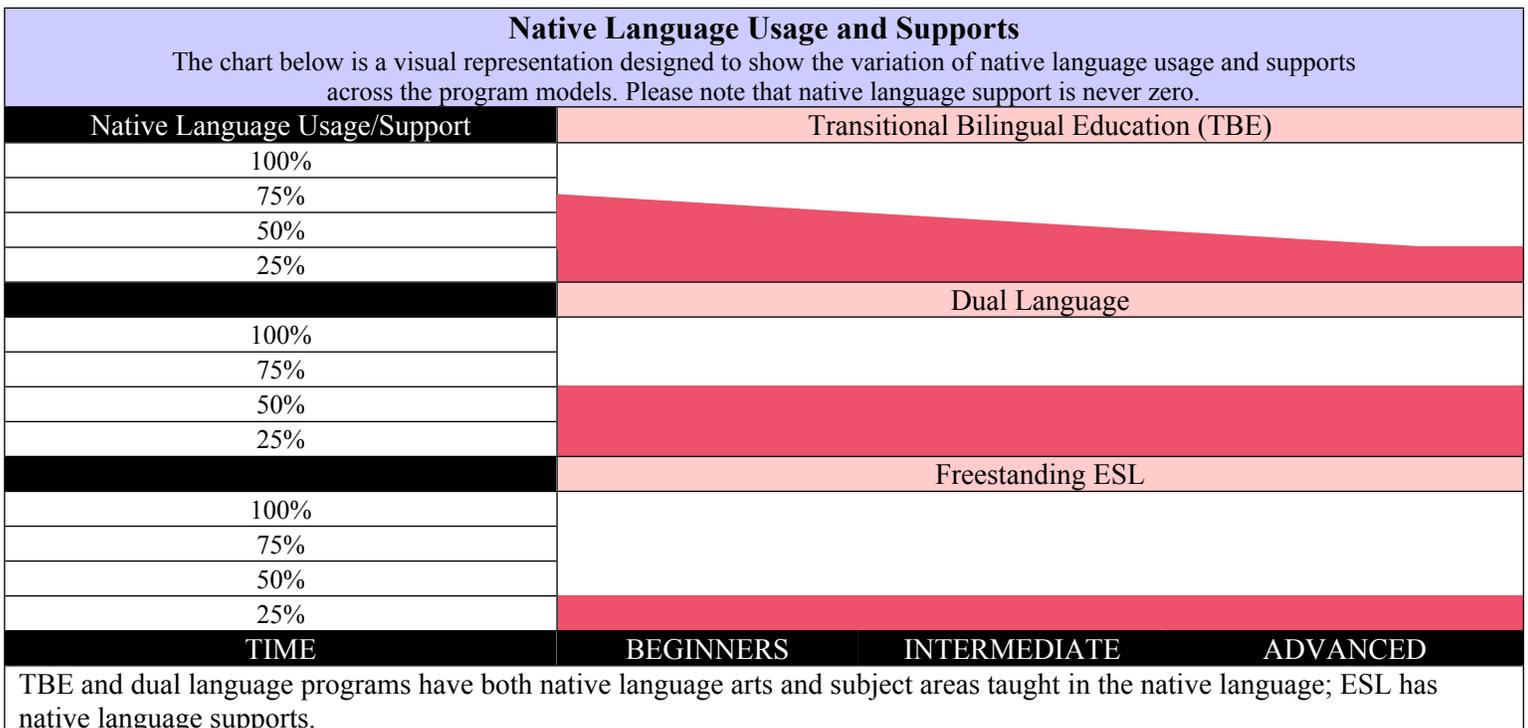
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			

Social Studies:	Spanish
Math:	Spanish
Science:	Spanish


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



## 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?

Paste response to questions 8-17 here

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

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

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

ELLs are integral part of our school community. We have 9 SLCs and four are particularly devoted to the ELLs such as Newcomers, Business and Technology, Public Service and Law and Premed. Once an ELL passes the NYSESLAT, he/she is placed in any other SLC of his/her choice. ELLs have access to the new common core curricula in content classes and they participate in extra curricula activities offered to all students school wide.

We will continue to implement the supplemental Title III instructional and enrichment activities this school year. ELLs are scheduled in two cluster cohorts (2011-2012 and 2013-2014) for Monday's and Tuesday's PM instructional programs. Student's skills building instructional sessions in content areas are offered in addition to tutoring and regents preparation courses. Regents' materials are available in every classroom and the computer online reading fluency coach is available to students in a computer lab and on newly purchased netbook computers.

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

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

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

## C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

ESL and Native Language Arts teachers would have the opportunity to participate in professional development conferences throughout the 2011-2012 school year. The professional development plan will focus upon questioning techniques and strategies for students, cooperative learning in LOTE and ESL classes, adapting and utilizing Balanced Literacy approaches with LEP students. Staff development days are scheduled for September, October, November, December 2011 and January, February, March and April 2012. Professional topics will be developed as they pertain to the relevancy of the curriculum requirements and students' needs. Focus Group meetings will be held daily during common planning periods in different small learning communities. These meetings are called "learning labs" where both ESL and content area teachers engage in inquiry work to support the top 3 and bottom 3 students. Additional congruence and teacher articulation meetings are scheduled throughout the school year to discuss SIFE and ELL issues. Both ESL and content area teachers will attend the ELL Academy staff development programs organized by the office of ELLs. Assistant principals and content academic specialists often attend regional and national professional development conferences in order to turn key current instructional practices to all school constituents. This year, we are focusing on Danielson's professional competency domains and sheltered instructions for all ELL classrooms. ELL support staff participate in faculty professional development programs and SLC seminars scheduled bi-weekly and conducted by designated assistant principal and academic specialists and outside vendors.

## E. Parental Involvement

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

Paste response to questions 1-4 here

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

# 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)										70	36	22	24	152

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										46	59	60	52	217
Advanced (A)										28	27	31	31	117
Total	0	0	0	0	0	0	0	0	0	144	122	113	107	486

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										16	10	6	6
	I										22	33	36	26
	A										33	41	28	31
	P										27	26	18	22
READING/ WRITING	B										35	21	11	15
	I										43	32	57	52
	A										17	29	17	28
	P										2	12	3	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	212		64	
Integrated Algebra	305		143	
Geometry	155		46	
Algebra 2/Trigonometry	54		6	
Math <u>MXRA</u>	6		1	
Biology				
Chemistry				
Earth Science	155		31	
Living Environment	228		100	
Physics	1		0	
Global History and Geography	186		120	
US History and Government	114		80	
Foreign Language	61		60	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	23	15	16	15				
Chinese Reading Test								

## 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?

## Additional Information

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

Paste additional information here

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

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Steve Duch	Principal		12/1/11
Justin Follyga	Assistant Principal		12/1/11
Pratheema Dhane	Parent Coordinator		12/1/11
Helena Goncalves	ESL Teacher		12/1/11
	Parent		12/1/11
Pedro Cubero	Teacher/Subject Area		12/1/11
Eileen Elias	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
Anthony Rico	Guidance Counselor		12/1/11
Derek Smith	Network Leader		1/21/11
Jose Rios	Other <u>AP Math</u>		12/1/11
Arelis Adames	Other <u>Attendance Teacher</u>		12/1/11
Justin Follyga	Other <u>Assistant Principal</u>		12/1/11
Helena Goncalves	Other <u>BESIS Coordinator</u>		12/1/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **28Q505** School Name: **Hillcrest H.S.**

Cluster: **5** Network: **561**

**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.

For the school year 2011-2012, 15% of Hillcrest High School students were recent immigrants to the United States. About 11% were placed in the ESL and Bilingual programs. Furthermore, 20% of our students are Hispanic including those that are US born. Additionally, a review of the Home Language Information Survey (HLIS) reveals that many parents of our students speak a variety of languages at home and come from a diverse linguistic background such as Spanish, Haitian Creole, Bengali, Urdu, Punjabi, French and Arabic. Many teachers have in the past expressed the need for assistance in providing information about students' academic performance to their parents in the native languages.

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.

In light of the percentage of parents that are limited in English proficiency, we continue to provide translation and interpretation services to all parents that require one. The school leadership team and the PTA that meet once each month were briefed on the translation and interpretation need of the parents.

## Part B: Strategies and Activities

---

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

The Guidance Department disseminates letters to parents at regular basis to inform them about the services available in the school and the academic progress of the students within our nine Small learning Communities. Therefore, we are planning to translate PTA meeting notices and minutes, open-school invitations and special event activity announcements into Spanish, Urdu, Bengali, Haitian Creole, French and Arabic. Furthermore, the most pertinent information published in quarterly parents newsletters will be translated into the major languages with the assistance of the school's Parent Coordinator. All translations will be done in-house except for languages that are not represented in the building. We will request the translation unit for assistance in such instances.

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

Similar to the translation needs at Hillcrest High School, 15% of the students here are ELLs. Many ELL parents and non English-speaking parents need someone to interpret in their native languages during conversations and contacts with school personnel (such as: guidance counselors, teachers etc.). Hillcrest continuously retains a list of school staff and teachers that are fluent in Bengali, Spanish, French, Arabic, Creole and Urdu to interpret for them. The Home Language Information Survey also demonstrated the need to have interpreters accessible to the ELL parents and non-ELL foreign- born parents and those with limited English proficiency during PTA meetings. Such interpretations will be done during monthly meetings by school pedagogues.

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>.

Hillcrest will post signs in Spanish, Haitian Creole, Urdu, Bengali, French and Arabic in the main entrance scanning area and in front of the main elevator indicating the availability of interpretation services to all parents. Hillcrest has recorded messages in the above mentioned languages and the safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching Hillcrest's administrative offices due to language barriers. We will continue to make interpreters available to ELL parents, guardians and any participants at our regular PTA meetings, Parent orientation, and open school nights and College nights. During our scheduled parents' workshops, interpreters will avail themselves to parents in order to facilitate their understanding of the events and therefore motivate them to actively participate. We provide parents in the above mentioned languages, the Bill of Parents Rights and Responsibilities, including their rights regarding translation and interpretation services. Copies of this documents are available in the Deans' office, the AP Guidance's office and the parent's Coordinator's desk.

Interpreters will be available in Spanish, French, Urdu, Bengali, Haitian Creole to assist guidance counselors in the 9 SLCs to reach out to non-English speaking parents regarding their children's progress and needs. The quarterly school newsletter notifies parents of these services.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Hillcrest H.S.	DBN: 28Q505
Cluster Leader: Debra Maldonado	Network Leader: Derek Smith
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 486 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 14 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 8

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

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

Beginning on November 21, 2011, the programs will service all ELL students in cohorts assigned to specific Small Learning Communities in the following areas:

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

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

### OVERVIEW OF AFTER-SCHOOL PROGRAMS:

Each of the following programs will meet once a week according to cohorts and content subjects on Mondays and Tuesdays for two hours and for an average of 24 sessions beginning November 21, 2011 and ending June 5, 2012.

- Literacy Skills development
- ELA Regents Prep for Cohorts 2011(left –over), 2012-2013 and 2013-2015 students
- Basic Math Skills for newcomers
- Algebra and Geometry Regents Prep for Cohorts 2012, 2013 and 2014 students

### Part B: Direct Instruction Supplemental Program Information

- Bilingual Spanish algebra and geometry skills
- Bilingual Spanish NLA writing workshop for literacy and leadership development
- Earth science/Biology –Living Environment general Tutorial
- Earth science/Biology-Living Environment Regents Prep
- Social Studies- General Tutorial
- Global and US History Regents Prep
- School to real life program (College bound workshops) and enrichment activities
- Parents of ELLs immersion in the school's community program and enrichment activities.

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

### Part C: Professional Development

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

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

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

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

The ESL, Bilingual and content subject teachers will receive hand-on professional development on how to incorporate the above-mentioned strategies in their lessons:

Names of teachers: E.Elias, H. Hu, D. Vioria, K. Meichsner, E. Demoya, V. Gunter, P. Cubero, F. Ceron, N. Ramjan, Brill.

Additionally, the teachers will receive training for Title III specific activities. The supervising Title III Assistant Principal in collaboration with the content subjects APs will provide all professional

### Part C: Professional Development

development sessions through common planning time and collaborative inquiry team meeting based in each small learning community servicing ELLs.

Title III Coordinator and professional development provider: Justin Follyga, Assistant Principal LOTE/ESL and Instructional Specialist(trained in QTel, SIOP, DI and UbD).

Names of content Assistant Principals and content specialists: Jose Rios; Dan Scanlon; Martin Walsh.

#### PD SCHEDULE

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

### Part D: Parental Engagement Activities

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

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

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

Parents' workshop:

Parents will be invited to attend three workshops( one in the Fall and two in the spring) in order to familiarize themselves with graduation requirements, assessments, school expectations, general program requirements and how the Title III programs can support their children's acquisition of content subjects and language development. The Assistant Principal LOTE/ESL and the ESL and Bilingual Guidance Counselors will engage the parents on these hands-on presentations. Parents will be notified by letters mailed to them in their native languages and English, letters will also be hand delivered to







**Part E: Budget**

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

Allocation Amount: \$\$ 54,352

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$ 1,501.8	session rate for 5(2 hours each session for a total of 70 hours) sessions.  7 Teachers x 5 sessions x 2 hrs x \$ 50.06
	\$ 3,143.4	Basis Teacher data Analysis for ELL periodic Assessments  <ul style="list-style-type: none"> <li>An ESL teacher will analyze and identify ELLs deficiencies through the review of standard exam items.</li> </ul> 1 teacher x 30 sessions x 1 hrs x \$ 50.06
	\$ 1,001.2	One (1) Assistant principal will be paid per-session rate for supervision and coordination of the supplemental Title III activities. Even though there may be an assistant principal present in the building, the size of our title III program and the need to utilize ESL expertise in supervision, we saw the need to have an ELL licensed assistant principal as program supervisor.  1 AP x 60 hrs x \$52.39
		Professional Development for Title III teachers  <ul style="list-style-type: none"> <li>All teachers involved in Title III activities will receive one session of</li> </ul>

**Part E: Budget**

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

Allocation Amount: \$\$ 54,352

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>PD in addition to the weekly learning Lab. PD scheduled during the school day.Ten (10) teachers will be paid per-session rate for 2 hours (20 HOURS TOTAL).</p> <p>10 teachers x 2 hrs x \$ 50.06</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<p>\$1,485.44</p>	<ul style="list-style-type: none"> <li>QTEL –OELL Training 1 Teacher x 28 hours training x \$41.98 + \$310 tuition</li> </ul>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<p>\$ 547</p> <p>\$2,320</p>	<ul style="list-style-type: none"> <li>Regents review books based on selected reading for literary response for supplemental activities.</li> <li>Technology based instructional activities: ELLs will have Ipad 2 available to them for individual reading fluency development through Online Coach Program already available through other grants; engage in the use of Educational Apps such as WordWit, Word Games, Word Puzzle, Starfall, Online vocabulary search and Online Newspaper and Magazine access for informational independent reading.</li> </ul> <p>4 Ipad 2 Wi-Fi/32G</p> <p>4 x \$580</p>
<p>Educational Software</p>	<p>Provided by the school at no cost</p>	

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$\$ 54,352

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)	for Title III activities	
Travel		
Other		
<b>TOTAL</b>	\$ 54,352	All programs inclusive