



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HILLSIDE ARTS AND LETTERS ACADEMY

DBN: 28Q325

PRINCIPAL: MATTHEW C. RITTER

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SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Matthew C. Ritter	Principal	On file
Anar Patel	UFT Chap Leader	On file
Renee Smith	PA Pres	On file
Annis Dry	Annis Dry, DC37 Rep	On file
Jessica Winburn Candica Gayadeen	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	On file On file
Raquel Nolasco	Elected CSA	On file
Yvonne Davis	Parent	On file
Jun Pastrana	Parent	On file
Sue Gayadeen	Parent	On file
Christine Valentin	Parent	On file
Angela Curtis	Parent	On file
Marilyn Rodriguez	Elected UFT	On file
Renee Conwell	Elected UFT	On file

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Increase credit accumulation among students who are in the schools bottom 3rd. By August, over 70% of students in the bottom third in each grade level will have earned 10 or more credits.

Comprehensive needs assessment

- Various sets of data indicate that our bottom 3rd population requires specific and targeted intervention in order to reverse the pattern of failure that is evident in their performance records. Some of the data reviewed is from prior to their enrollment here (8th grade State exam scores) and other data is generated from their current performance. Some of the data that indicates the need for this goal includes the Quality Review and Quality Review Assessment, DY0 Periodic Assessment data, Learning Environment Survey data, Consultation with the SLT, consultation with the Principal's cabinet, school-wide teacher scholarship reports, student portfolios, analysis of Regents exam scores, unit/teacher made exams, writing samples, and parent/community feedback.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups,

- Implement Universal Design for Learning (UDL) school-wide. All teachers will implement UDL to support students who struggle.
- Inquiry and project-based instruction across the curriculum. HALA, as an ISA school and iZone 360 school, is implementing inquiry and project-based instruction to increase personalized learning across the school. All teachers will implement inquiry and project-based instruction in order to increase student engagement and increase the level of rigor of tasks assigned. These project-based learning units of study will be aligned with the Common Core Learning Standards.
- Implement a school-wide rubric that teachers can use to measure the quality of their unit plans.
- Continuously improve upon use of online grading system to ensure a more effective communication loop between students, teachers, and parents regarding student progress, and academic strengths and weaknesses.
- Teachers will utilize data from periodic assessment to plan instruction for all students.
- Grade teams will identify students in their bottom 3rd, and will monitor their progress using a protocol every 4 to 6 weeks.
- Grade teams will use a protocol to identify students who are in need of immediate intervention through the team, and will outline actionable intervention plans unique to each student who is struggling. These action plans will be coordinated by the student's advisory teacher.
- Teachers will identify this subgroup in their own records, and track their progress as a subgroup within their classes. Teachers will continuously modify curriculum to ensure multiple entry points and scaffolds for students who struggle.
- Grade teams will use the collaborative inquiry process to identify academic needs of students, and then to improve teacher capacity to increase learning.
- Grade teams will analyze DY0 periodic assessment data specifically for bottom 3rd students as a means of measuring success of collaborative inquiry and shared instructional practices.
- Advisory teachers will develop a specific advisory-based plan to help each advisee identified as a bottom 3rd student.
- An instructional coach from the Institute for Student Achievement will work to support teachers in all of the above practices.

b) key personnel and other resources used to implement these strategies/activities

- All staff will participate in this initiative. Teachers will participate in a variety of PD activities, and will implement the strategies in the classroom. Supervisory staff will work in collaboration with staff to plan and implement professional development. Supervisory staff will also conduct observations and mini-observations to monitor and support implementation of strategies in the classroom. A consultant will be hired to work as an instructional coach. Another instructional coach from ISA will also work directly to support teachers and facilitate PD sessions. Counselors and support staff will engage in

student support activities and community outreach.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers will work together in grade teams and in department meetings to design and implement periodic assessment tools. This process will be facilitated by supervisors and instructional coaches. Teachers will also be involved in evaluating effectiveness of assessments during principal's cabinet meetings, and whole-staff PD sessions.
- Advisory teachers will maintain a set of portfolios of work done by students in the bottom 3rd. Teachers will use this portfolio to keep track of the progress of these students and target specific areas of need for intervention in class.
- Teachers will use their online grading system to create subgroups identifying students in the bottom 3rd and monitoring their progress throughout the year.

d) Timeline for implementation.

- All teachers will implement one project-based learning experience by the end of the 2nd marking period, and then will do so continuously throughout the school year.
- Faculty will use the online grading system throughout the school year.
- Staff in grade teams will use a protocol to review progress of bottom 3rd students once per marking period at a minimum.
- Professional development plan will be designed by October 31st, and implementation will happen continuously throughout the year.
- Periodic Assessment data will be gathered by the end of January, and then a second time by the middle of April.
- Special education consultant for instructional coaching will be hired by the end of September.
- All teachers will have 2 mini-observations and 2 formal/informal observations complete by the end of each semester.
- All grade teams will complete one cycle of the collaborative inquiry process by the end of the first semester, and a second cycle by the end of May.

Strategies to increase parental involvement

- HALA will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by utilizing an online grading system to provide continuous real-time feedback about student performance.
- HALA will conduct parent workshops to help parents better understand curriculum and assessment expectations, how to monitor their child's progress on the online grading system, and other topics as needed.
- Home visits will be conducted for students who struggle to succeed.
- Six Parent/Teacher Conferences a year.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Queens Hospital Center provides off-site services to support students who need intensive socio-emotional supports
- Jamaica Center for Arts and Learning partnership “21st Century” grant provides 2 resident teaching artists for the next 3 school years to support development of project-based learning experiences.
- Tax Levy will fund support salary and per-session for guidance counselor coordinating program.
- Tax Levy will fund teacher per-session for grade team meetings and implementation of DY0 program.
- Title I will fund teacher per-session for student support programming, and will fund guidance counselor salary for coordination and support of advisory program.
- ISA grant will fund school coach who will support teachers in implementation of DY0 program.

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

- All grade 11 students will complete key college admissions requirements by the end of June, including the college admissions essay, an annotated list of colleges to apply to during their senior year, and a letter of recommendation from 2 to 3 teachers.

Comprehensive needs assessment

- Because we are a new school in its third year, it is critical that we immediately establish exemplary college admissions process programs and activities for our students.
- Implementing a college going culture across the school as early as possible will ensure that our students will go on to post secondary education with a broad base of knowledge of their options and what is required of them to compete for admissions.
- The majority of students at HALA are entitled to a free or reduced-price lunch, which indicates a high need for increased college preparatory and college awareness support.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Create a grade 11 ELA curriculum that includes a project-based unit of study on writing the college admissions essay, including full use of the writing process to ensure the best possible final work products.
 - Implement a college awareness / admissions process curriculum in grade 11 advisories.
 - Teachers on grade 11 team will collaborate on college awareness curriculum for implementation in advisories.
 - Grade 11 will attend 4 – 5 college visits before the end of the school year.
 - College counselor will conduct a one-on-one meeting with each grade 11 student before the end of the school year.
 - College counselor will create and implement a student profile sheet for teachers to write recommendations.
 - HALA will provide Kaplan SAT prep for all 11th grade students
 - All grade 11 students will participate in mandatory community service programs tracked through grade 11 advisories.
 - b) key personnel and other resources used to implement these strategies/activities,
 - All advisory teachers and grade team members
 - The college counselor
 - ISA partner organization
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers will also be involved in evaluating effectiveness of assessments during principal's cabinet meetings, and whole-staff PD sessions.
 - Weekly Youth Development (YD) team meetings will engage counselors and YD staff members in the process of strategic planning around this goal and monitoring progress of implementation.

d) timeline for implementation.

- All students will complete a college admissions essay by the end of May.
- Teachers on the grade 11 team will implement a college awareness / admissions curriculum component in advisory every marking period.
- A minimum of 2 college trips will take place each semester.
- All grade 11 students will have participated in a one-on-one with the college counselor by the end of the school year.
- All grade 11 students will have completed their annotated list of colleges to apply to by the end of the school year.
- All grade 11 students will have received 2 to 3 letters of recommendation from staff members to include in their college applications.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Consultation with and development of school goals with the School Leadership Team.
 - Presentation at PA Meetings by the principal and administrators regularly throughout the school year.
 - Include parents in school events related to college admissions, including workshops, college nights, one-on-one meetings, presentations of student work.
 - Six Parent/Teacher Conferences a year.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Title I will fund GC salary to support college programming.
 - Tax Levy will fund teacher salary and per-session advisory program implementation and grade team work.
 - ISA grant will fund school coach who works with GC to support college awareness/application programming.

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

- To increase the level of rigor of curriculum students experience. Students will experience eight Common Core-aligned project-based units of study: two in math, two in ELA, two in social studies, and two in science.

Comprehensive needs assessment

- All students in the school will need to be prepared for the shift to Common Core aligned assessments beginning in 2014.
- Project-based learning, which emphasizes inquiry-based approaches, allows students to develop critical thinking skills that are essential for higher education and beyond.
- Previous data from Periodic Assessments (DYOs) indicated a need for students to develop their ability to use evidence effectively in writing argumentative essays, which is an important component of the Common Core Learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Implement inquiry and project-based instruction across the curriculum. HALA, as an ISA school and iZone 360 school, is implementing inquiry and project-based instruction to increase personalization across the school. All teachers will implement inquiry and PBL in order to increase student engagement and increase the level of rigor of tasks assigned. These project-based units of study will be aligned with the Common Core Learning Standards.
 - Multiple professional development sessions will be conducted around the common core learning standards in grade teams, department meetings, and whole staff meetings.
 - Grade teams will use the collaborative inquiry process to identify the needs of students around the Common Core Learning Standards, focusing on using and developing evidence in an argumentative essay.
 - We will implement a school-wide rubric that teachers can use to measure the quality of their unit plans.
 - All teachers will use a PBL unit planning template that has a clear section to identify Common Core Learning Standards.
 - The argumentative essay will be a mandatory component of all PBL units in ELA, social studies, and science.
 - b) key personnel and other resources used to implement these strategies/activities,
 - All staff will participate in this initiative. Teachers will participate in a variety of PD activities, and will implement the strategies in the classroom. Supervisory staff will work in collaboration with staff to plan and implement professional development. Supervisory staff will also conduct observations and mini-observations to monitor and support implementation of strategies in the classroom. A consultant will be hired to work as an instructional coach. Another instructional coach from ISA will also work directly to support teachers and facilitate PD sessions. Counselors and support staff will engage in student support activities and community outreach.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers will work together in grade teams and in department meetings to fine-tune the process of curriculum writing aligned with the CCLS. Teachers will also be involved in evaluating the progress of this initiative during principal's cabinet meetings, and whole-staff PD sessions.
 - d) timeline for implementation.
 - At least one unit planning workshop to support teachers will take place before the end of October allowing teachers to share unit plans with each other

for feedback.

- Grade teams will conduct gap analysis workshops comparing their own CCLS-aligned student work products with CCLS anchor papers.
- All science, math, ELA, and social studies teachers will implement one unit of study before the end of the first semester.
- Teachers will complete and implement a second CCLS unit of study before the end of May.
- Teachers will submit 4 CCLS-aligned PBL units of study to administration for review.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Tax Levy will fund teacher per-session for grade team meetings and professional development.
 - Title I will fund teacher per-session for professional development programs.
 - ISA grant will fund school coach who will support teachers in development of curriculum.

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

- By the end of August 2013, 90% of all students will earn 10 or more credits.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Data indicates that about 80 – 85% of students in each grade level earn 10 or more credits by the end of the year for the past two years. We believe that an increase to 90% is attainable and will ensure greater success for HALA students.
 - Some of the data that indicates the need for this goal includes the Quality Review and Quality Review Assessment, DY0 Periodic Assessment data, Learning Environment Survey data, Consultation with the SLT, consultation with the Principal's cabinet, school-wide teacher scholarship reports, student portfolios, analysis of Regents exam scores, unit/teacher made exams, writing samples, and parent/community feedback.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Implement Universal Design for Learning (UDL) school-wide. All teachers will implement UDL to support students who struggle.
 - Inquiry and project-based instruction across the curriculum. HALA, as an ISA school and iZone 360 school, is implementing inquiry and project-based instruction to increase personalized learning across the school. All teachers will implement inquiry and project-based instruction in order to increase student engagement and increase the level of rigor of tasks assigned. These project-based learning units of study will be aligned with the Common Core Learning Standards.
 - Implement a school-wide rubric that teachers can use to measure the quality of their unit plans.
 - Continuously improve upon use of online grading system to ensure a more effective communication loop between students, teachers, and parents regarding student progress, and academic strengths and weaknesses.
 - Teachers will utilize data from periodic assessment to plan instruction for all students.
 - Grade teams will use a protocol to identify students who are in need of immediate intervention through the team, and will outline actionable intervention plans unique to each student who is struggling. These action plans will be coordinated by the student's advisory teacher.
 - Teachers will continuously modify curriculum to ensure multiple entry points and scaffolds for students who struggle.
 - Continue to develop our advisory program, through which each student's progress is carefully monitored by an advisor who conducts frequent check-ins, one-on-ones, and communicates with teachers and parents.
 - Offer PM school in core subjects 4 days per week.
 - Every teacher will conduct tutoring after school one day per week to support students.
 - Create credit recovery options for students who are missing credits.
 - Conduct a summer school program that will offer students the opportunity to earn a maximum of 3 credits by the end of the summer.
 - Guidance counselors will conduct a transcript review meeting with every student twice per year.
 - b) key personnel and other resources used to implement these strategies/activities,
 - All staff will participate in this initiative. Teachers will participate in a variety of PD activities, and will implement the strategies in the classroom. Supervisory staff will work in collaboration with staff to plan and implement professional development. Supervisory staff will also conduct observations and mini-observations to monitor and support implementation of strategies in the classroom. A consultant will be hired to work as an instructional coach.

Another instructional coach from ISA will also work directly to support teachers and facilitate PD sessions. Counselors and support staff will engage in student support activities and community outreach.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Through their weekly participation in grade team meetings, teachers will be involved in monitoring progress toward this goal and adjusting curriculum and student support strategies.
 - Staff members who are members of the principal's cabinet will be engaged in decision-making and strategic planning around this action plan.
 - Teachers will be involved in sharing and developing curriculum and teaching practices through the collaborative inquiry process, which takes place during grade team meetings.
- d) timeline for implementation.
 - Staff members will participate in a minimum of 2 workshops on Universal Design for Learning. One will be conducted before the end of November, and the next before the end of February.
 - Staff members will monitor student progress continuously during grade team meetings once per week. Once per week, grade teams will engage in “kid talk” case conferences to support and action plan around students who struggle.
 - All teachers will implement a minimum of 2 PBL learning experiences by the end of the first semester, and another 2 by the end of May.
 - PM school will begin during December, and will offer students the opportunity to earn a maximum of 2.5 credits by the end of May.
 - Teachers will conduct DY0 analysis as a part of the collaborative inquiry process a minimum of 3 times per year, and will use data from DYOs to drive the implementation of shared teaching practices to support students in development of key foundational skills.
 - All teachers will begin offering tutoring one day per week after school beginning in the first week of October and ending in June.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Tax Levy will fund teacher per-session for grade team meetings.
 - Title I will fund teacher per-session for student support programming, and will fund guidance counselor salary for coordination and support of advisory program.
 - ISA grant will fund school coach who will support teachers.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Increase classroom period to 49 minutes of instruction during the school day. • Differentiated instruction to support the multiple learners during the school day. • Inquiry and project-based instruction during the school day. • Team teaching in ELA classroom. • After-school tutoring one day per week. 	<ul style="list-style-type: none"> • Workshop lesson-planning model. • Whole class and flexible small-group instruction. • Whole class and flexible small-group instruction. • Whole class and flexible small-group instruction. • One-on-one and small group instruction. 	<ul style="list-style-type: none"> • During the school day. • After school.
Mathematics	<ul style="list-style-type: none"> • Increase classroom period to 49 minutes of instruction during the school day. • Differentiated instruction to support the multiple learners during the school day. • Inquiry and project-based instruction during the school day. • Team teaching in ELA classroom. • After-school tutoring one 	<ul style="list-style-type: none"> • Workshop lesson-planning model. • Whole class and flexible small-group instruction. • Whole class and flexible small-group instruction. • Whole class and flexible small-group instruction. • One-on-one and small group 	<ul style="list-style-type: none"> • During the school day. After school.

	day per week.	instruction.	
Science	<ul style="list-style-type: none"> • Increase classroom period to 49 minutes of instruction during the school day. • Differentiated instruction to support the multiple learners during the school day. • Inquiry and project-based instruction during the school day. • Team teaching in ELA classroom. • After-school tutoring one day per week. 	<ul style="list-style-type: none"> • Workshop lesson-planning model. • Whole class and flexible small-group instruction. • Whole class and flexible small-group instruction. • Whole class and flexible small-group instruction. • One-on-one and small group instruction. 	<ul style="list-style-type: none"> • During the school day. • After school.
Social Studies	<ul style="list-style-type: none"> • Increase classroom period to 49 minutes of instruction during the school day. • Differentiated instruction to support the multiple learners during the school day. • Inquiry and project-based instruction during the school day. • Team teaching in ELA classroom. • After-school tutoring one day per week. 	<ul style="list-style-type: none"> • Workshop lesson-planning model. • Whole class and flexible small-group instruction. • Whole class and flexible small-group instruction. • Whole class and flexible small-group instruction. • One-on-one and small group instruction. 	<ul style="list-style-type: none"> • During the school day. • After school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Thorough distributed counseling model. Counselors train advisors to form relationships with students during advisory classes in order to ensure all students are closely monitored for signs of social and emotional issues. 	<ul style="list-style-type: none"> • Whole-class, small group, and one-on-one. 	<ul style="list-style-type: none"> • School day.

	<ul style="list-style-type: none"> • All at-risk students will meet with a counselor once per week during the day and/or after school • Mandated students with special needs will meet with counselor(s) as per IEP mandates • All ninth, tenth, and eleventh graders will have at least one meeting with a counselor per term during regular school hours 	<ul style="list-style-type: none"> • One-on-one. • Small group, one-on-one. • One-on-one. 	<ul style="list-style-type: none"> • School day. • School day • School day
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- HALA will attract Highly Qualified Teachers by providing teachers with multiple opportunities for peer collaboration and support, such as grade-level team meetings and department meetings;
- Attend high school hiring fairs and hiring halls
- Utilize web based recruitment for job openings when applicable.
- Emphasize teacher collaboration and curriculum creation in a supportive environment, with instructional coaching.
- Opportunity for elective class creation.
- Staff participation in school based decision making process
- Daily common planning time for departments
- Professional Development opportunities

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Groll Christop, Byam Terry	District 28	Borough Queens	School Number 325
School Name Hillside Arts and Letters Academy H.S.			

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

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

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

D. School Demographics

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

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

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

SCHOOL PROFILE

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

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

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

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

THE IDENTIFICATION PROCESS

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

native language.

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

PERIODIC EVALUATION

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional														0

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	2			10
Chinese														0
Russian														0
Bengali										4	5			9
Urdu														0
Arabic										1				1
Haitian										2	1			3
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	16	9	0	0	25								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

Components of a Balanced Literacy Program will include:

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

All ELL classrooms will have a library consisting of literature; including fiction, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing.

In order to help students perform better, it is essential that ESL teachers monitor and assess academic progress in order to provide differentiated and appropriately tailored instruction. Some monitoring and assessment occurs informally in day-to-day activities. Projects and rubrics decide others. Still others depend on standardized testing and overall student achievement. When the latter shows low results in writing, reading or speaking, several plans of action can occur in the classroom and in school.

Our Saturday program provides an extra 2 hours of support to our ELLs and is taught by our lead ELA teacher Fredrica McDuffus. This course supports students in the development of writing skills through tasks that are rigorous, and very thoroughly scaffolded. This teacher works intensively on developing students' skills with grammar, sentence structure, and organization. Using a writing frame developed here at HALA, all students practice writing essays that are grammatically correct and well organized. Scaffolding experiences include the use of models, graphic organizers, and peer editing workshops. Our ELLs also receive an extra 2 hours of instruction in Living Environment, focused on writing in the science disciplines. Similarly to the ELA class, this course focuses on grammar, sentence structure, and organization skills so that students can articulate their ideas using evidence from the content they have encountered through science lessons.

Our extended day program also supports our ELLs. Each of our teachers holds a tutoring session for one hour after school once per week to support students in completing the writing pieces assigned during the regular school day. These assignments are coordinated through grade team meetings, and implement a shared writing frame which emphasizes effective essay organization and the use of evidence. The art of editing is a crucial part of student teacher activities. Teachers design assignments that probe and encourage critical thinking based on high expectations of State and Common Core standards.

5D

Long-Term ELLS

The school will utilize TITLE III funds to secure supplementary reading and math instruction for long term ELLs as determined by the classroom teacher, the principal and other related personnel. Increasing language instruction is a priority for Long-Term ELLs. In addition, we will provide early morning/after-school and Saturday Programs as well as development of individualized intervention plans based on the needs of the student.

A. Programming and Scheduling Information

Special Education ELLs

For alternative placement in special education we will provide extra classroom support as well as peer tutoring and early morning, afterschool programs. In addition, we will provide special education ELLs with the core curriculum and necessary support to ensure success.

Special education teachers, and SBST will work closely with ESL teachers to ensure that placement responds to students' academic and developmental needs in harmony with their IEPs.

Review of Policy

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

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

6. Lessons are developed considering IEP goals to support the learning of SWD. Combined with differentiation IEP goals support the learning of ELLs and SWD. During the year teachers attend Differentiation workshops and we strongly encourage and monitor the use of differentiation of instruction in every class and every lesson. When students engage in writing assignments they write and rewrite drafts until they meet expectation. Assignments are coordinated through grade team meetings, and implement a shared writing frame which emphasizes effective essay organization and the use of evidence. The art of editing is a crucial part of student teacher activities. Teachers design assignments that probe and encourage critical thinking based on high expectations of State and Common Core standards. Our Saturday program provides an extra 2 hours of support to our ELLs and is taught by our lead ELA teacher Fredrica McDuffus. This course supports students in the development of writing skills through tasks that are rigorous, and very thoroughly scaffolded. This teacher works intensively on developing students' skills with grammar, sentence structure, and organization. Using a writing frame developed here at HALA, all students practice writing essays that are grammatically correct and well organized. Scaffolding experiences include the use of models, graphic organizers.

7. English Language Learners and Students with Disabilities are integrated into the general population. We practice co-teaching model and the ESL teacher pushes into many subject classes to support ELLs. Teachers develop daily differentiated lessons using scaffold strategies to impart instruction. Students are expected to participate in our Monday-Thursday tutoring program. They are also signed up for after school and Saturday academic program.

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:

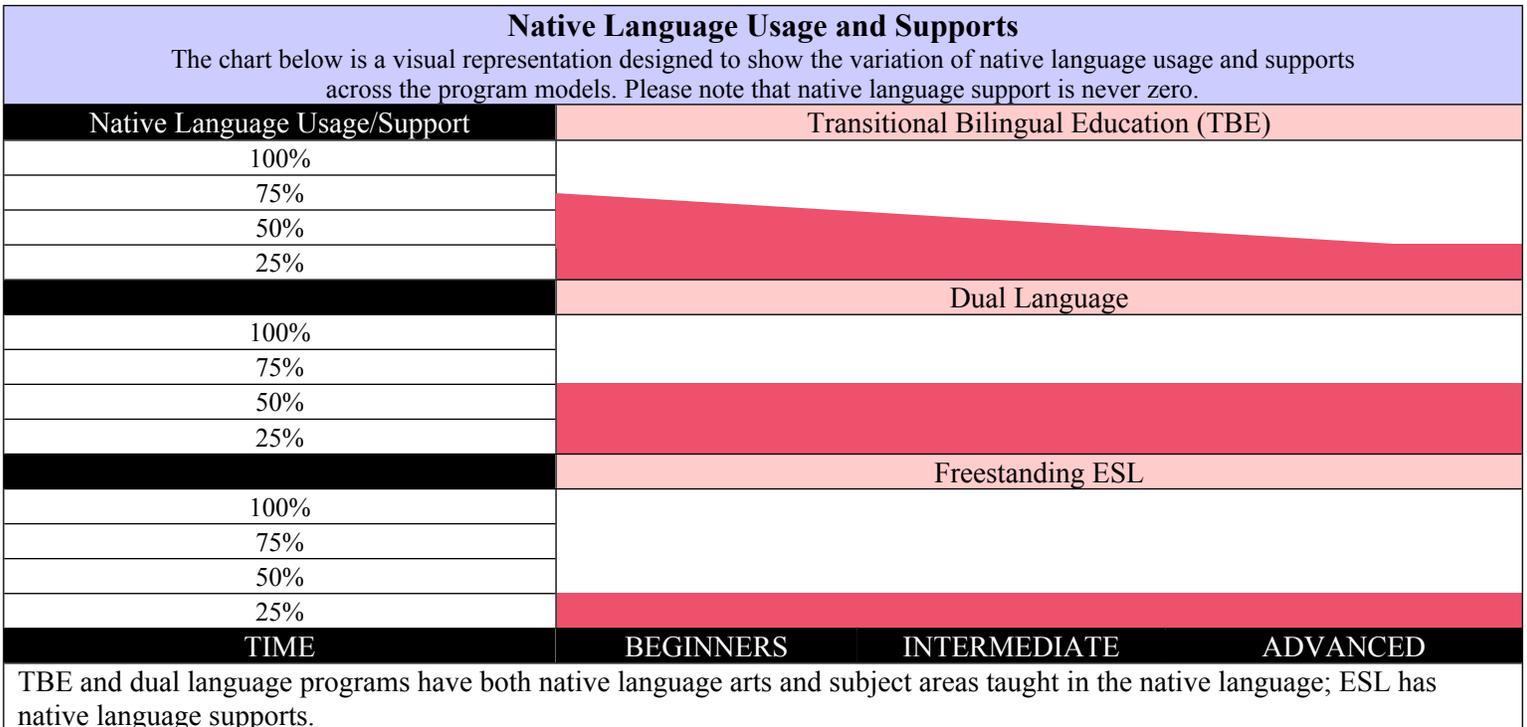
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	NA
Social Studies:	NA
Math:	NA
Science:	NA

Class/Content Area	Language(s) of Instruction

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: 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?

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

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

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

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

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

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

- Integrating vocabulary acquisition through implementation in all content area lessons.
- Allowing sufficient time for conceptual analysis.
- Providing opportunities for practice of the new terms and time for review utilizing ESL strategies.
- Providing a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).
- Providing ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- Employing scaffolding techniques consistently (modeling, text representation, bridging, contextualization, schema building and

metacognitive development) and providing the right amount of language support to move students from one level of understanding to a higher level throughout lesson.

- Displaying board work, difficult terms, graphs, and diagrams in a print rich environment utilizing synonyms and clearly labeled processes.
- Providing opportunities to display the scaffold of content area material in all levels of English language acquisition.
- Displaying samples of student comprehension and learning as well as rubrics at all levels of English language acquisition.
- Displaying a comprehensive review of key vocabulary through the use of word walls.

We have designed and implemented in the free-standing ESL Program and the ESL push-in model a focus on the diversified needs of our ELL students with regards to the four language modalities of listening, speaking, reading, and writing. The ESL program seeks to provide our English language learners complete accessibility to a standards based academic curriculum that parallels that of the English proficient students. We have also made the after-school tutoring program available for our ELLs. We are working to organize Saturday ESL Academy for our ELL students based on the New York State ESL Learning Standards. We are also giving thought to developing the language modality of writing during an after-school writing program. Lower performance in the writing component of the NYSESLAT implies that our LAP and instructional focus must be modified. We ensure that there is quality instruction for every child, in every classroom, every day, to enable students to become critical thinkers, creative problem solvers, and to achieve their personal best. Our instructional policy will now focus more on the writing component. We will establish a successful writing program by implementing the following practices:

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

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

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

8. N/A

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

10. We currently have leveled classroom libraries, translation dictionaries, and we have Rosetta Stone online account memberships for our Beginner students.
11. Through our emphasis on project-based curriculum, our students' native language skills are strengthened as they complete culminating projects for units of study in their self-contained ESL class, and in their extended day period 9 class.
12. Yes.
13. Our newly enrolled ELLs participate in a "summer bridge" orientation program so they can understand their schedule, meet school faculty, learn where classrooms are, and get to know their peers.
14. At this point in time, as we are in our second year, we do not offer any language electives.
15. Materials are chosen very carefully. We consider age appropriateness when providing any types of intervention or support to ELLS. Topics and content of literature in class libraries are discussed as a team. We provide topics of student interest and consider age appropriate. Our goal is to provide support targeting student challenges to overcome them in a timely manner.

At the end of every school year ESL teacher Mr. Gologor and guidance counselor Marilyn Rodriguez-Ortiz and other teachers and administrators meet with ELLS to describe what they should expect for the next school year. In a way they are advised and given an opportunity to ask questions and express apprehension so we can draw plan to assist student.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

- Intensive professional development will be provided by an instructional coach, educational consultants, and assigned mentors.
 - All teachers will participate on grade-level inquiry teams.
 - Individual teachers will plan units and lessons with the help of the coach.
 - All teachers will participate in grade-level team meetings where curriculum will be shared and critiqued using structured feedback protocols.
 - All teachers will plan curriculum collaboratively with grade teams and learn from inter-visitations.
- Professional development is provided by school staff, community learning support personnel organization.
- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population.
 - o Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers in how to use online resources to make instruction more comprehensible.
 - Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - o Scaffolding in the content areas.
 - o Differentiation in the ESL classroom.
 - o ESL in the mathematics classroom.
 - Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers, including: Quality Teaching Workshops for our ELA, ESL, and Social Studies teachers.

Our bridge program at HALA has trained facilitators to effectively implement an intensive personalization program, which emphasizes the development of individualized, lasting relationships between students and staff members. The advisory program facilitates the development of these relationships. Students attend advisory class four days per week in the ninth and stay with the same teacher for one year. Advisory classes contain no more than 15 students, and they serve as a crucial support to students who are working hard to meet standards. These classes are particularly important to our ELLs because of the support they receive from their advisor. In addition, ELLs receive support through our Monday through Thursday tutoring sessions and their participation in six school clubs.

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

E. Parental Involvement

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

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

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

HALA will organize about 10-15 fieldtrips and book 4-6 Broadway shows. All parents are encouraged to participate. We also schedule about 12 award ceremonies they can take part in. In addition, parent workshops are held periodically empowering them to understand the NYC School system and specifically details about HALA.

We host 6 parent teacher conferences per year. This allows Parent coordinator to meet with parents and discuss any issues they may be experience. He often makes calls to inform them of current or upcoming events. Our advisory program allows for students’ advisor to develop personal relationships as they communicate frequently about academic progress.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										10	3	0	0	13
Intermediate(I)										3	3	0	0	6
Advanced (A)										2	4	0	0	6
Total	0	0	0	0	0	0	0	0	0	15	10	0	0	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B										6	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The results of the LAB-R and the previous year's NYSESLAT scores are considered to assess student skill prior to the commencement of the school year. In addition, Mr. Gologor ESL teacher has designed assessments to use at different interval of the semester. He seeks to evaluate skills in reading, writing, speaking and listen and use these to inform instruction. The data is also shared with subject class teachers in Math, Science, Social Studies, Etc. For example this year's data shows many of our ELLS need more time on writing and reading.

The results of the LAB-R show students at all levels need to improve their writing and reading and comprehension skills. This data is further supported by teacher assessments and evaluation of assignments.

Our grade teams and department teams meet on a weekly basis to discuss how we are meeting organizational goals. One important subject is how ELLS are improving in their language development. In this year and a half we can see most of our ELLS are show growth in all competency skills.

In this 1 ½ year of the school's existence we have not had the opportunity to test any students in their native language. I am sure this number will change as the school grows.

HALA chose DY0 for its 2011-2012 Periodic Assessment Plan. This year, we will conduct one predictive assessment and two performance assessments in ELA and Math. Periodic assessments will be administered for all students. The results will be used to inform instruction daily, develop after school program, schedule test prep sessions leading up to testing dates.

The periodic assessments show our ELLS need more time on task compared to English speakers.

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

School Name: Hillside Arts and Letters Acad

School DBN: 28Q325

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** CFN 404

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

Part A: Needs Assessment Findings

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

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

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

Language Number of Parents

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: HillsideArts & Letters Academ	DBN: 28Q325
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

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: Academic Intervention in the form of tutoring after school is available to ELLs for each content area and for Regents Support. Each of our teachers holds a tutoring session for one hour after school once per week to support students in completing the writing pieces assigned during the day. The 10th and 11th grade ELL students will have an additional class in their schedule which will help prepare students for the ELA Regents exam.

Saturday Academy for ELLs

Our Saturday program provides an extra 4 hours support (9:00am - 1:00pm) to our 38 ELL students for 27 Saturdays. This program will be taught by our lead ELA teacher Fredrica McDuffus and by ESL Teacher Renee Conwell. This course supports the students in the development of writing skills through tasks that are rigorous, and very thoroughly scaffolded. These teachers work intensively on developing students' skills with grammar, sentence structure, and organization. ELL students learn to utilize the HALA Common Core aligned writing framework. All ELL students practice writing essays that are grammatically correct and well organized. Scaffolding experience includes the use of models, graphic organizers, and peer editing workshops. Similarly to the ELA class, this course focuses on grammar, sentence structure, and organization skills so that students can articulate their ideas using evidence from non-fiction text in the content area.

In order to accelerate development of academic English and to increase achievement in math, the ESL teachers will work closely with the math teachers to implement a variety of scaffolding strategies and implement strategies consistent with socio-cultural learning theory based instruction. Student will work collaboratively in accessing academic content. In the ESL/ELA class ELL Students at the beginners and intermediate proficiency level, will use Rosetta Stone as well as other software and internet-based resources to advance their language development. Text used in the program will include an assortment of age and grade appropriate fiction and non-fiction resources that will be used to develop academic language and increase achievement in the reading and writing modalities of the NYSESLAT and on the English Regents.

Part C: Professional Development

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:

The following teachers will receive professional development in order to delivery effective instruction for ELL students.

2 ESL Teachers, 3 ELA Teachers, 4 Math teachers, 2 Living Environment teachers, 3 History teachers, 2 special education teachers. All teachers will work with ESL students, as a result all teachers will receive professional development on delivering effective instruction to ELL students. This professional development will be provided by the principal, assistant principal and instructional coach. Weekly meetings will take place on Wednesday from 3:15pm to 4:00pm or during department meetings.

Weekly professional development meetings which will include the following topics:

Universal Design for Learning

Reading Strategies

Language Development

Analysis of student work, scaffolding instruction

Incorporating technology in the curriculum

Peer critiques of teacher-generated curriculum

Data Driven instruction

Common Core Aligned Curriculum

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:

Workshops for Parents of ELLs

Part D: Parental Engagement Activities

Two workshop series which will be provided to parents of ELLs each semester. The workshops will be organized by the Parent Coordinator and presented by the Youth Development Team and teachers of ELLs. We will facilitate workshops and will also interpret/translate as needed for ELL parents during the workshops. Parent workshops will be provided during evening hours to accommodate parent and community needs.

Becoming familiar with the Common Core Learning Standards and how to further development in native language can enhance second language learning.

Explain to parents our instructional model and coach them in how to help students at home.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		Two ELL teachers and four general education teachers will work after school and during Saturday School programs. The timeline for this will be from September to June. ?????
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		Professional Development Support for teachers to support ELL Students.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		We will facilitate workshops and will also interpret/translate as needed for ELL parents during the workshops. Parent workshops will be provided during evening hours to accommodate parent and community needs.
TOTAL		