



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HILLCREST HIGH SCHOOL

DBN - 28Q505

PRINCIPAL: STEPHEN M. DUCH EMAIL: SMDUCH@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

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
Mr. Stephen Duch	*Principal or Designee	Signature on File
Marilyn Beckford	*UFT Chapter Leader or Designee	Signature on File
Mr. David Morris	*PA/PTA President or Designated Co-President	Signature on File
	DC 37 Representative, if applicable	Signature on File
Breana Channer	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	Signature on File
Jonathan Rodriguez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	Signature on File
David Morrison	CSA/Assistant Principal	Signature on File
Ms. Bertha Brooks	Parent/ PTA Vice President	Signature on File
Ms. Deidre Morris	Parent/PTA Recording Secretary	Signature on File
Dianne Francisco	Member/Parent	Signature on File
Ms. Tara Maharaj	Parent/Treasurer	Signature on File
Sergio Perez	Member/UFT	Signature on File
Ronald Thompson	Member/UFT	Signature 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.

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Joanne Casey	Member/Teacher	Signature on File
Manolis Digenakis	Member/Teacher	Signature on File
Melissa Mohabir	Member/Parent	Signature on File
Robin Gayle	Member/Parent	Signature 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

- Teachers will collaborate to provide meaningful feedback to students using assessment data to promote student mastery on New York State and Common Core Learning Standards through incorporation of higher order thinking skills, multiple entry points, and rigorous tasks in lesson design and delivery.

Comprehensive needs assessment

- After reviewing last year's data, including teacher observations, student work products, and assessments, there needed to be a continued school-wide focus on teacher collaboration, supervisory feedback, and professional development in the areas related to questioning, rigor, student feedback, and planning for multiple entry points in lesson plans

Instructional strategies/activities

- Teachers will complete self-evaluation surveys and, in conjunction with the Assistant Principal Supervisions, develop individualized goals and PD Action Plans aligned with a research based framework for measuring effective teaching.
- Teachers will participate six days per month of professional development and collaborative activities, facilitated by the Assistant Principal Supervisions, focused on the topics aligned to Annual Goal #1.
- Teachers will participate in Small Learning Community (SLC) meetings and collaboration time focused on the topics aligned to Annual Goal #1, facilitated by SLC Directors and lead teachers.
- Teachers will receive feedback on their teaching through a process of both Formal Observations and Informal Frequent Meaningful Feedback (FMFs) and Direct Meaningful Conversations (DMCs). This process is the accountability lens to ensure that rigorous quality teaching and learning takes place every day, every period in every class. On average a teacher is visited and receives written and/or verbal feedback at least 2 times every 5 weeks.
- Teachers and Assistant Principals will use periodic and common assessments to track student progress and provide feedback to students and teachers on progress in meeting the key learning standards. These assessments may occur monthly – or by unit – depending on subject area.
- Teachers and Assistant Principals will attend outside Professional Development focused on topics aligned to Annual Goal #1 (i.e. - Common Core Standards, Effective Co-Teaching, and ESL)

Strategies to increase parental involvement

- Constant feedback to parents on academic progress via phone calls, letters, and emails.
- Curriculum units are available for parents to review on the Hillcrest High School website
- Sharing and discussing updates of this goal at monthly Parent Teacher Association meetings.
- Parents together with the School Leadership Team are invited in for monitoring and feedback walkthrough

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/Title I Funds - Weekly meetings with F-status staff developer and New Visions LDF
- Tax Levy Funds – Support Inquiry work through data (per session for data specialist and SLC directors)
- Title I/Title III Funds – Professional Development (OTPS and Per Session)
- Title I/Title III Funds – Parent Outreach and Parent Programs

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

- Based on teacher feedback, students will be able to apply key skills across disciplines, articulate their learning, and assess their progress and that of their peers towards demonstration of mastery.

Comprehensive needs assessment

- A periodic feedback cycle from teachers to students that articulates key learning standards achieved, progress in meeting student improvement goals, and provides the opportunity for students to track their grades and to confer with teachers about in-class performance is an emerging practice.

Instructional strategies/activities

- School-wide implementation of an Academic Redemption process (501, 502, 503) that supports students who have failed to meet mastery at the end of each quarter. These students are placed on Academic Probation and teachers provide each student feedback on their learning and conduct office hours where students learn or relearn material in order to exhibit mastery. Additionally, students who achieved success but wish to improve their work can request an Academic Upgrade. Teachers will provide students with specific feedback that allows the student work independently to improve work.
- Teachers will provide feedback and performance data to students during office hours, which are held every Thursday and Friday.
- Teachers in the Social Studies and English Departments are collaborating on a joint research paper in order to support the application of college writing skills across content areas.
- Teachers in the Math and Social Studies Departments are collaborating on graph interpretation and analysis projects in order to promote the application of college-level graph analysis across content areas.
- Students are conducting peer evaluations of student work and are responsible for in-class presentations that demonstrate mastery learning. This can include PowerPoint, research papers, questioning, displays, and on-line access.

Strategies to increase parental involvement

- Constant feedback to parents on academic progress via phone calls, letters, and emails using Skedula.
- Curriculum units are available for parents to review on the Hillcrest High School website
- Sharing and discussing updates of this goal at monthly Parent Teacher Association meetings.
- Parents together with the School Leadership Team are invited in for monitoring and feedback walkthroughs.
- Small Learning Community staff will conduct case conferencing to discuss student progress with students and parents.

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: C4E

Service and program coordination

- C4E – Academic Redemption and Peer Tutoring (Per Session)
- Tax Levy Funds – Support Inquiry work through data (per session for data specialist and SLC directors)
- Title III – Enhancement of ELL programs - Academic (OTPS and Per Session)
- Title I/Title III Funds – Parent Outreach and Parent Programs (OTPS and Per Session)
Title I – Supplies for STH (OTPS)

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

- Our school goal is to share a coherent curriculum that encompasses higher order thinking; rigorous Common Core tasks, and requires depth of knowledge that gives evidence of mastery through measurable outcomes for all students.

Comprehensive needs assessment

- Last year work was done to establish grade level curricula for English, Math, Science, and Social Studies including aims and pacing calendars. Included in these curricula are sections for Common Core Tasks that are consistent with the Common Core Learning Standards, and with the Citywide Instructional Expectations.

Instructional strategies/activities

- Assistant Principal Supervisions will conduct Professional Development in delivering the curriculum during instructional week and designated Professional Development days.
- Assistant Principal Supervisions and teachers will collaborate to assess and adjust curriculums.
- Assistant Principal Supervisions and teachers will review the results of common-core related tasks to measure the progress of our students in terms of higher order thinking and depth of knowledge.
- Assistant Principals will prioritize teacher questioning while also focusing on the continuous development of teachers' individual goals through formal and informal observations.
- Assistant Principals are conferencing with students regarding their academic goals after each marking quarter.

Strategies to increase parental involvement

- Parents have the ability to check on academic progress via phone calls, letters, and emails, and an on-line portal (Pupil Path/Skedula)
- Curriculum units are available for parents to review on the Hillcrest High School website
- Sharing and discussing updates of this goal at monthly Parent Teacher Association meetings.
- Parents together with the School Leadership Team are invited in for monitoring and feedback walkthroughs.
- The Parent Coordinator will provide workshops to parents in the Common Core Standards.

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 X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Tax Levy/Title I Funds - Weekly meetings with F-status staff developer and New Visions LDF
- Tax Levy Funds – Support Inquiry work through data (Per Session for data specialist and SLC directors)
- Title I/Title III Funds – Professional Development (OTPS and Per Session)
Title I/Title III Funds – Parent Outreach and Parent Programs (OTPS and Per Session)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

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.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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.

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).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

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.

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).

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	<ol style="list-style-type: none"> 1. Targeted English Tutoring of students indentified on Academic Redemption. 2. Saturdays @ Hillcrest 3. Mandated review class 4. Castle Learning 	<ol style="list-style-type: none"> 1. One-to-one, Small Group tutoring 2. One-to-one, Small Group tutoring 3. Small group 4. Computer Based 	<ol style="list-style-type: none"> 1. During the school day scheduled office hours every Thursday and Friday. 2. Saturdays 3. During the school day 4. Anytime
Mathematics	<p>Students of Pre-Teaching Institute and ARISTA recommend by Math teachers Assigned to teach, mentor, and tutor students, in groups during the day and on Saturdays. Peer teachers are under the supervision of licensed math teachers.</p> <p>3 Semester Math Tracks in Integrated Algebra and Geometry that focus on skill-building, extra practice, and review of key skills.</p>	<p>Licensed teachers provided instruction to peer tutors in a class Setting-5-periods a week and the peer tutors work with class students on a daily basis. Saturday peer tutors are also used to provide small group instruction to students on regents questions.</p> <p>Students programmed according to historical information receiving 5 periods of instruction per week for 1.5 years.</p>	<p>Students are programmed for small group session outside of their regular scheduled classes. Licensed teachers provide tutoring and office hours 7 periods a day- 2 days per week (Thursday and Friday). Students receive instruction and peer tutoring on Saturdays for 2-3 hours.</p> <p>Students receive instruction from Monday-Friday and are invited to partake in office hours with a teacher to improve skills directly.</p>

Science	<ol style="list-style-type: none"> 1. Office Hours 2. Saturdays @ the Castle 3. Regents preparation Class 4. Peer coaching for regents 	<ol style="list-style-type: none"> 1. Tutoring 2. Computer based with support from a teacher. 3. Small class size 4. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. anytime 3. During the school day 4. Saturdays
Social Studies	<ol style="list-style-type: none"> 1. Office Hours 2. Saturdays at the Castle 3. Peer coaching for Regents 	<ol style="list-style-type: none"> 1. Small group or one to one 2. Computer based with support from a teacher. 3. Peer tutoring group no greater Than 3 to 1. 	<ol style="list-style-type: none"> 1. During the school day 2. Saturdays 3. Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk students are referred by teachers and other staff members for academic supports, social/emotional support on a regular basis. Guidance Counselors, Social Workers and School Psychologist closely monitor these students.	Services are provided for all at-risk students. Services are individual as well as in groups where appropriate. Outside referrals are also provided where appropriate.	Services are provided during the school day, after the school day and on Saturdays.

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.

- New Visions PSO support and professional development in the areas of recruitment and retention – specifically from The New Teacher Project (TNTP).
- Teachers are presented with clear and structured goals along with frequent and meaningful feedback using a research-based framework.
- Teachers utilize Instructional Week and Common Time to work on goals, instructional initiatives as well as a multitude of supports for students.
- Opportunities for highly qualified teachers to present their best practices during Common Planning Time and Professional Development days.

**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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Derek Jones	District 28	Borough Queens	School Number 505
School Name Hillcrest High School			

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

Principal Stephen M. Duch	Assistant Principal Russell Wasden, AP ESL
Coach Nazila Ramjan, SLC Director	Coach N/A
ESL Teacher Helena Goncalves	Guidance Counselor Judy Cancel-Valerio
Teacher/Subject Area Eileen Elias/ESL	Parent David Morris
Teacher/Subject Area Sally Maimran/ESL	Parent Coordinator Bilquees Akhtar
Related Service Provider type here	Other John Michalos, AP Guidance
Network Leader Derek Jones	Other Linda Bladder, Admissions

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	8	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	10
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		Total Number of ELLs	502	ELLs as share of total student population (%)	0.00%
------------------------------------	--	----------------------	------------	---	--------------

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. 

Parents who wish to enroll an ELL student at Hillcrest go to one of the three Queens Enrollment Centers where the prospective student's information is entered into ATS. Hillcrest receives via ATS the preliminary information on the prospective student, and then the student and his/her parents report to room 116M to meet our two Admissions Officers: Mrs. Linda Blader, the guidance and admissions secretary and a Spanish-speaking Family Bilingual School Aide. Admissions officers survey the parents for the HLIS and proceed with an oral interview in English or in Spanish. If a parent needs service in another language, a pre-selected staff member is brought to the Admissions Office to interpret for the parent. (A list of pre-selected teachers who speak languages other than English is available.) Otherwise, the admission office will solicit a telephone interpretation from the DOE's Interpretation Unit.

Parents are then given an orientation on the different ESL programs offered through the DOE, and the two ESL programs that are offered at Hillcrest: Freestanding ESL or Transitional Bilingual Education (Spanish). This orientation includes viewing the DOE's DVD presentation in the parents' native language. Once the parents have chosen the program that best fits the needs of their child, they are presented with a description of the program that outlines the services they should expect from the school for their child. Generally speaking, Spanish-speaking parents select our Spanish TBE program, as many wish to support their children's literacy needs in Spanish before fully transitioning into English and a great number of these students are Newcomers and arrive with varying degrees of literacy in their native language. Once a student has been placed in our TBE Spanish program, the ESL/BESIS Coordinator administers the Spanish LAB-R and the English LAB-R to students. This occurs with all ESL students within the first ten school days of admission.

Parents who come from other linguistic backgrounds often select our Freestanding ESL program for their child because, at present, the school does not have qualified and certified bilingual teachers in alternate languages to offer additional bilingual programs. Parents chose to keep their child at Hillcrest instead of transferring them to a school that offers programs in their language.

After the initial interview and HLIS has been completed, the parent and the prospective ELL student are brought to 480-A where Ms. Helena Goncalves, an ESL licensed teacher and our ESL/BESIS Coordinator, administers the LAB-R and the SIFE diagnostic test to the student in English.

Based on the results of this exam, students are placed into appropriate classes and entitlement letters are either given directly to the parents or mailed home. Additional copies are handed to students to be taken home in case the mailed letter does not reach the parents.

In the event that we do not receive a form from parents indicating their choice in an ESL program, students from Spanish-speaking backgrounds are automatically programmed into our TBE (Spanish) program, as outlined by CR Part 154. Students who come from language backgrounds other than English are automatically enrolled into our Freestanding ESL program.

Copies of all entitlement letters, student class schedules, program selection forms, and the HLIS are kept on file in the ESL/BESIS Coordinator's office. Parent surveys are collected at time of registration and during PTA meetings, parent conferences, or by appointments with parents by ESL/BESIS Coordinator.

Every year the ESL/BESIS Coordinator, the SLC Director, and the AP ESL review students' NYSESLAT eligibility in ATS. Eligible students are tested in May. The following steps are taken in order to administer the NYSESLAT:

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

A review of the 2012 NYSESLAT scores showed that more 9th and 10th graders performed at the Beginning level while 11th and 12th graders performed at the Intermediate and Advance levels. Additionally, most 9th and 10th graders who scored at Advance levels came from junior high schools and have been in the country for some time.

It is clear that the majority of the 9th and 10th graders that are at the Beginning level did poorly in listening and speaking. Therefore, instructional planning throughout the 2012-13 school year has focused on the development of listening and speaking skills at the Beginning levels, whereas the Intermediate and Advanced levels instruction will focus on reading and writing.

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

Transitional Bilingual Education Program in Spanish

About 30% of our ELLs are enrolled in the Transitional Bilingual Education program. Most students are programmed for 8 periods a day in native language and content subject classes that comprise Beginning, Intermediate and Advanced levels. We offer 3 bilingual classes in each content area that include: social studies, math, and science. Altogether there are 12 bilingual classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										9	9	6		24
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	9	9	6	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	502	Newcomers (ELLs receiving service 0-3 years)	379	Special Education	13
SIFE	75	ELLs receiving service 4-6 years	76	Long-Term (completed 6 years)	47

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	60	26	0	22	5	1	18	1	2	100
Dual Language										0
ESL	319	21	8	54	14	1	29	8	1	402
Total	379	47	8	76	19	2	47	9	3	502

Number of ELLs in a TBE program who are in alternate placement: 0

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										60	35	5		100
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	60	35	5	0	100								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												44	44	88
Chinese										1	0	0	0	1
Russian										2	0	2	0	4
Bengali										35	35	38	52	160
Urdu										10	11	5	6	32
Arabic										10	6	3	2	21
Haitian										7	17	4	5	33
French										1	4	2	2	9
Korean										0	0	0	0	0
Punjabi										4	9	5	9	27
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										9	4	9	5	27
TOTAL	0	79	86	112	125	402								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

Freestanding English as a Second Language Program

A. Programming and Scheduling Information

Qualified ELL students who choose our Freestanding English as a Second Language Program (ESL) are placed in leveled, self-contained classes taught by certified teachers in both ESL and all their content classes. Our ESL program is organized to serve students from a variety of languages and cultures. We offer 28 periods(48 minutes each) of ESL classes daily.

Based on the results of the NYSESLAT and LAB-R, students are scheduled for either Beginning, Intermediate, or Advanced classes. Student in the Beginning classes receive 720 minutes/week of ESL instruction (48 minutes x 3 classes x 5 days). Students in the Intermediate classes receive 480 minutes/week of ESL instruction (48 minutes x 2 classes x 5 days). Students in the Advanced classes receive 240 minutes/week of ESL instruction (48 minutes x 1 class x 5 days), in addition to being registered into ELA courses.

Transitional Bilingual (Spanish) Education Program

Qualified Spanish bilingual students who choose our Transitional Bilingual (Spanish) Education Program (TBE) are taught using a 60 - 40% model in the beginning TBE Spanish classes; thus, 27 minutes of daily lessons are spent in developing cognitive and higher order thinking skills in Spanish while 18 minutes in English are used to review and build linguistic and academic language summaries in English. Intermediate TBE Spanish classes use a 50 - 50% ratio of English and Spanish in the classroom. Students are introduced to core academic discourse and highly contextualized tasks in thinking, reading, speaking and writing in equal parts of English and Spanish. Advance native language classes utilize a 25 - 75% Spanish/English model, which equates to 34 minutes of instruction in English in a 45-minute period class. Students in Advanced TBE Spanish classes develop the same skills as at the Intermediate level with a greater focus on fluency in English in all of the language modalities.

All Beginning TBE Spanish students spend 240 minutes in Bilingual Social Studies (48 minutes x 1 class x 5 days), 240 minutes in Bilingual Science (48 minutes x 1 class x 5 days), and 240 minutes in Bilingual Math (48 minutes x 1 class x 5 days). Additionally, they receive 720 minutes/week of ESL instruction (48 minutes x 3 classes x 5 days.) All Intermediate and Advance students receive 48 minutes of daily instruction in all subject areas except in English, where they receive 96 or 144 minutes of respective instruction daily. Finally, transitional Bilingual Education students who have reached proficiency on the NYSESLAT and who transferred to monolingual classes are programmed in classes where teachers continue to monitor their progress and provide them with accommodations as needed. All TBE students who need assistance are enrolled in Saturday academy, PM school, and supplemental instruction classes supported by Title I, Title III, or additional grant funding.

Academic Language Development Plan

All ESL classes follow a carefully structured instructional approach that develops literacy skills in the four language modalities: speaking, listening, reading and writing. This is accomplished through a number of activities that include: Read Alouds, shared reading, guided reading, independent reading, interactive reading, phonics, spelling, shared writing, guided writing, independent writing, and grammatical structures building. Additionally, carefully selected scaffolds are also incorporated into every lesson. These scaffolds include but are not limited to activities that promote: modeling, schema building, contextualization, bridging, meta-cognitive processes, and text representation.

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

Intermediate and Advance: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions, and other academic skills.

All ESL, ELA, and content area teachers meet bi-weekly during Common Planning Time within the Newcomers Institute and with their respective content departments during bi-weekly departmental meetings with AP/academic specialists to discuss how to better service the ELLs. Collaborative Inquiry Teams meet frequently in their SLC (Small Learning Community) groups to collect and analyze students' data in order to improve instruction.

Plan for SIFE and Long Term ELLs

At the beginning of every semester, the AP ESL, the Director of Newcomers Institute, the ESL/BESIS Coordinator and their related

A. Programming and Scheduling Information

guidance counselors perform a needs analysis of all SIFE and Long-term ELL students by analyzing data retrieved from ATS. Additionally, all ELL teachers conduct formal and informal formative assessments to identify students' skills and areas in need of improvement. Included in this Inquiry Work is the identification of SIFE and Long-term ELLs. Once students are identified and appropriately placed, lessons are designed to differentiate to meet these students' needs. Frequently this is accomplished through implementation of Tiered Instruction and additional scaffolding strategies. Currently we have also incorporated RtI (Response to Intervention), the use of DOK (Depth of Knowledge charts), and multiple entry points. Finally, many teachers use technology to support students' needs in reading, writing, and overall fluency. Purchased software and on-line subscriptions include National Geographic Edge online reading coach and Castle Learning programs. SIFE and Long-term ELLs are also enrolled in supplemental PM and Saturday programs supported by our Title III program.

Plan for Newcomers and Special Education

Hillcrest has created a SLC (Small Learning Community) known as Newcomers Institute. This SLC specializes in meeting the needs of students who have recently arrived to the USA. Students in our SLC receive personalized instruction from pedagogues and counselors who are keenly aware of their situation and who have opportunities for additional professional development that further deepens their understanding and expertise. Teachers in Newcomers rely on research-based strategies and techniques such as sheltered instruction and QTEL (WestED) methodology.

For students with IEPs, Teachers have access to the IEPs, along with a variety of textbooks and other resources such as the Vision Literacy textbooks, EDGE textbooks, English 3D textbooks, Castle Learning Software, and the National Geographic Edge Online Coach Reading Fluency program. All of these resources are implemented according to SWD's proficiency levels and IEP recommendations.

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

ELA

Students in all levels of English and ESL receive an instructional program that is aligned with the ELA standards, state ELA curriculum, and CCSS (Common Core State Standards). ELA licensed teachers teach these courses and focus is particularly placed on reading, writing, and analyzing literature.

Courses Taught in Languages Other than English ⓘ

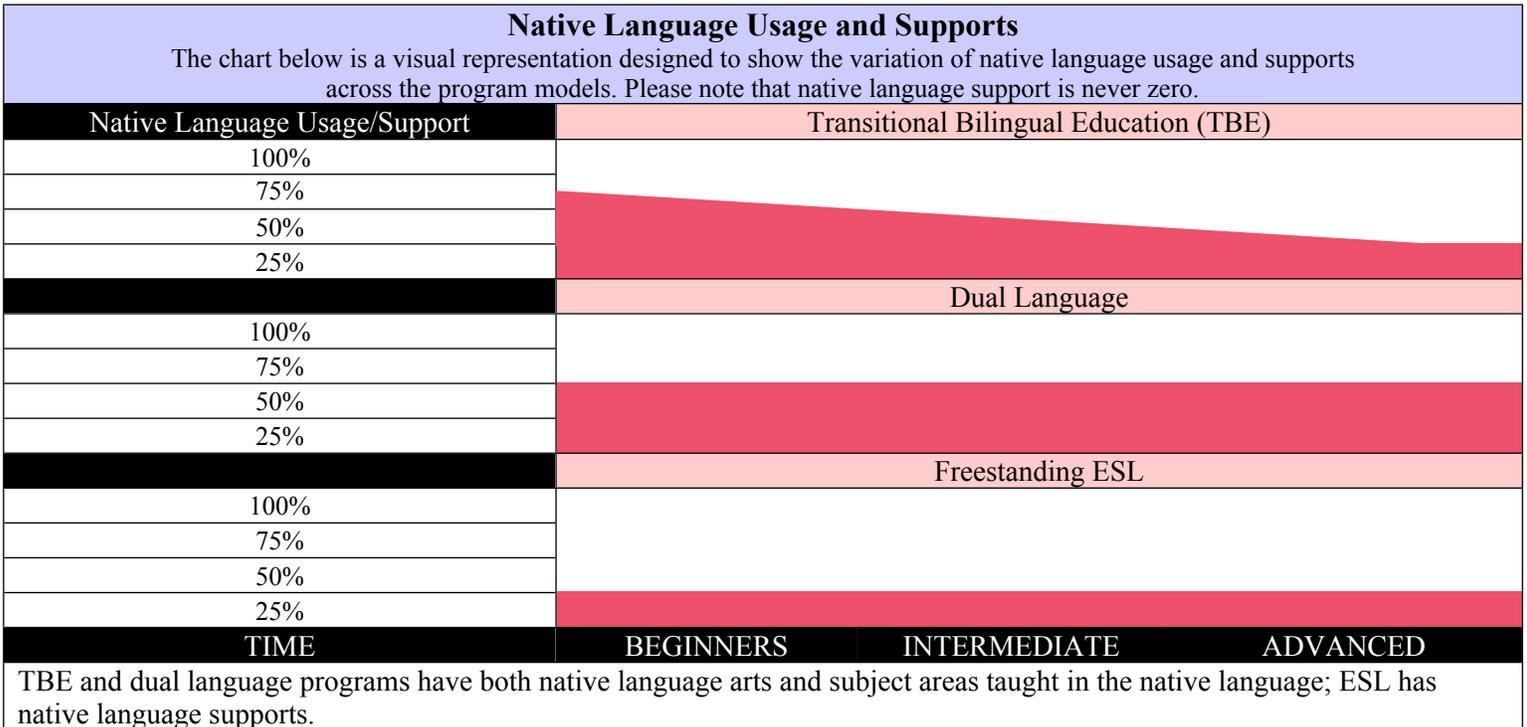
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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?

Students in both of our ESL programs receive ample minutes in ESL instructional, regardless of their proficiency levels. The additional time is utilized to develop reading fluency and vocabulary building through computer assisted programs and carefully scaffolded lesson plans. Content area classes benefit from the additional minutes as ESL language teachers review content-specific vocabulary and curricula with ELLs.

ELLs reaching proficiency on the NYSESLAT are allowed to enter other SLCs in our school; however, they continue to be included in supplemental instructional programs such as our Title III PM activities. Furthermore, they receive accommodations during exams for two years after exiting the ESL programs. Mainstream teachers are reminded to make dictionaries available to these students in their regular classes and to provide F-ELLs with additional time and, when necessary, additional listening comprehension. Intermediate and Advanced-level students participate in the National Geographic online coach reading fluency program.

ELLs are integral part of our school community but are provided with a safe environment within our Newcomers Institute. We have 9 SLCs and when students pass out of the NYSESLAT they are eligible to enter any of the other SLCs such as Business and Technology, Public Service and Law, or PreMed. Once an ELL passes the NYSESLAT, he/she is placed in any other SLC of his or her choice. ELLs have access to the Common Core curricula in all content classes and they participate in extra curricula activities offered to all students school wide.

We continue to implement the supplemental Title III instructional and enrichment activities this school year. ELLs are scheduled in two cohorts (2013-2014 and 2015-2016) for Monday's and Tuesday's PM instructional programs. Students receive instructional sessions in content areas that are offered in addition to tutoring and regents preparation courses. Regents' materials are available in every classroom and the computer online reading fluency coach is available to students in a computer lab and on newly purchased netbook computers.

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

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

ESL and content area Newcomer teachers have several opportunities to participate in professional development throughout the 2012-2013 school year. Our professional development plan includes instructional activities in our Common Planning Time, which focus upon questioning techniques, providing students with appropriate feedback, scaffolding strategies, using multiple entry points, and Assessment for Learning (AFL). Additional topics will be developed as they pertain to the relevancy of the curriculum requirements and emerging students' needs. Focus Group meetings will be held daily during Common Planning Time. In these meetings both ESL and content area teachers engage in Inquiry work to support students that rank in both the top and bottom thirds. Additional congruence and teacher articulation meetings are scheduled throughout the school year to discuss SIFE and ELL issues. Both ESL and content area teachers will attend the ELL-I staff development programs organized by the office of ELLs. Assistant principals and content academic specialists attend

regional and national professional development conferences in order to turn-key current instructional practices to all school constituents. This year, we will continue to focus on Danielson's professional competency domains and sheltered instructions for all ELL classrooms. Finally, ELL support staff participate in faculty professional development programs and SLC seminars scheduled bi-weekly and conducted by designated assistant principal and academic specialists and outside vendors.

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

N/A

At present Hillcrest does not offer a Dual Language Program for ELLs.

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.

ESL and content area Newcomer teachers have several opportunities to participate in professional development throughout the 2012-2013 school year. Our professional development plan includes instructional activities in our Common Planning Time, which focus upon questioning techniques, providing students with appropriate feedback, scaffolding strategies, using multiple entry points, and Assessment for Learning (AFL). Additional topics will be developed as they pertain to the relevancy of the curriculum requirements and emerging students' needs. Focus Group meetings will be held daily during Common Planning Time. In these meetings both ESL and content area teachers engage in Inquiry work to support students that rank in both the top and bottom thirds. Additional congruence and teacher articulation meetings are scheduled throughout the school year to discuss SIFE and ELL issues. Both ESL and content area teachers will attend the ELL-I staff development programs organized by the office of ELLs. Assistant principals and content academic specialists attend regional and national professional development conferences in order to turn-key current instructional practices to all school constituents. This year, we will continue to focus on Danielson's professional competency domains and sheltered instructions for all ELL classrooms. Finally, ELL support staff participate in faculty professional development programs and SLC seminars scheduled bi-weekly and conducted by designated assistant principal and academic specialists and outside vendors.

E. Parental Involvement

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

After receiving several orientation sessions upon enrollment of their child, ELL parents are invited to attend additional Orientation Meetings and Parent Association Meetings, which often coincide with our regularly schedule Back-to-School nights and Parent-Teacher Conferences. These additional orientations are typically used to familiarize parents with state standards, assessments, school expectations and general program requirements for bilingual and ESL programs, but they can also include practical education for the parents as well. These sessions included but are not limited to: survival ESL, technology, and finances. Written invitations to attend Orientation Sessions are always sent to parents at least two weeks prior to the event. Invitations are also often given to students in hard copy to take home.

Community organizations also help us support our families. The Forest Hills Community House works with the school to support students that may have family problems and to facilitate the integration of young immigrants in their communities. The School Leadership Team decides specific needs of parents and this information is shared with other school constituencies. Monthly PTA meetings are venues for parents to provide viable input to school administration. During these meetings, the parent coordinator provides parents with questions and comment forms to be filled out and decisions are made by the school's Leadership Team to implement suggestions received from parents including ELL parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										69	23	24	11	127
Intermediate(I)										49	69	45	65	228
Advanced (A)										29	38	47	33	147
Total	0	0	0	0	0	0	0	0	0	147	130	116	109	502

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										62	9	8	3
	I										34	36	25	32
	A										22	40	33	37
	P										12	39	46	35
READING/ WRITING	B										59	12	18	5
	I										34	66	39	56

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										18	30	39	32
	P										14	16	16	14

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	244		75	
Integrated Algebra	246		176	
Geometry	102		38	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	25		7	
Math <u>MXRA</u>	1		0	
Biology	0		0	
Chemistry	5		3	
Earth Science	158		51	
Living Environment	293		135	
Physics	0		0	
Global History and Geography	235		162	
US History and Government	136		83	
Foreign Language	43		41	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	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)	25	12	23	14				
Chinese Reading Test								

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.

Our program follows NYSED's standards for ELLs and the instruction is tailored towards the successful completion and passing of the NYSESLAT and all Regents. In addition, we have adopted certain components of Balanced Literacy program through the implementation of the Workshop Model.

21 fully certified pedagogues teach the ESL and Bilingual classes. Hillcrest is committed to educational excellence and equity for the LEP/ELLs as it is evident in the fair allocation of funds for these programs. ELLs are integral part of our school community. All ESL, Bilingual and content area teachers participate in the assessment of the ELL students through the administration of teacher-made tests, periodic assessments, and standardized exams.

This year's analysis of the NYSESLAT and LAB-R tests revealed the following information:

- Overall, students in most cohorts are scoring Intermediate on the NYSESLAT.
- The Reading/Writing sections seem to carry more weight than Speaking/Listening sections. What students score in Reading/Writing, usually determines their overall score.
- Students in all cohorts struggle most in Reading and Writing.
- Across the cohorts, we see a steady progression from Beginning and Intermediate to Advanced; however, we see no progression from Advanced to Proficient. The implication here is that Proficient is harder to achieve.

Based on these results, our goals for the 2012-13 year are:

- Double the percentages of students achieving Proficient within all cohorts.
- We need to continue our current emphasis on Speaking and Listening.
- All teachers need to place greater emphasis on Reading and Writing. We need to prepare students for the Reading section of the NYSESLAT, which will change to become more rigorous to meet the needs of CCSS.
- Each student needs to increase his or her levels in each section (modality) by at least one ranking each year.

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen M. Duch	Principal		1/1/01
Russell Wasden	Assistant Principal		1/1/01
Bilquees Akhtar	Parent Coordinator		1/1/01
Eileen Elias	ESL Teacher		1/1/01
David Morris	Parent		1/1/01
Nazila Ramjan/ELA	Teacher/Subject Area		1/1/01
Helena Goncalves/ESL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Judy Cancel-Valerio	Guidance Counselor		1/1/01
Derek Jones	Network Leader		1/1/01
Linda Bladder	Other <u>Admissions Officer</u>		1/1/01
Arelis Adames	Other <u>Attendance Officer</u>		1/1/01
John Michalos	Other <u>AP Guidance</u>		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 28X505 School Name: Hillcrest High School

Cluster: (05) Network: New Visions

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.

According to ATS reports, currently 15% of Hillcrest High School students are recent immigrants to the United States. About 11% were placed in the ESL and Transitional Bilingual Education (TBE) programs. Of that group, 20% of our students are Hispanic, including those who are US born. Results from this year's Home Language Information Survey (HLIS) reveals that many parents of our ELL students speak a variety of languages at home and come from linguistic backgrounds such as Spanish, Haitian Creole, Bengali, Urdu, Punjabi, French, Russian, Chinese and Arabic. Many teachers have in the past expressed the need for assistance in providing information about students' academic performance to their parents in the native languages.

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

Due to the number of parents with limited in English proficiency at Hillcrest High School, we continue to provide translation and interpretation services to all parents that require one. This occurs during the intake process, during major school events such as Parent-Teacher/Open School night, and during Parent Association Meetings. The School Leadership Team and the PA meet once a month with the Parent Coordinator. The translation and interpretation needs are commonly discussed in these meetings and further posted on our website. The Parent Coordinator and Admissions office also have signs posted in a variety of languages for parents who speak other languages. In the Newcomers Institute, a Small Learning Community (SLC) for students who have not reached proficiency on the NYSESLAT exam, we have several documents posted in different languages that have been translated in house or by the DOE's unit on Interpretation and Translation.

Part B: Strategies and Activities

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

The Guidance Department disseminates letters to parents at regular basis to inform them about the services available in the school and the academic progress of the students within our nine Small learning Communities. PA meeting notices and minutes, open-school invitations and special event activity announcements are also frequently translated into Spanish, Urdu, Bengali, Haitian Creole, French and Arabic. Furthermore, the most pertinent information published in quarterly parents newsletters is translated into the major languages with the assistance of the school's Parent Coordinator. To facilitate getting this information in a timely manner, these translations are all done in-house except for languages that are not represented by current faculty and staff in the building. In those situations, we request help from the Translation and Interpretation Unit. This year we also used a large allocation of Title I Translation funds to purchase bilingual dictionaries in a variety of different languages. These bilingual resources are available for all school personnel, but are specifically for use by our guidance counselors, Parent Coordinator, Attendance Office, and other constituencies who deal specifically with our non-English speaking parents.

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.

Frequently non English-speaking parents need someone to interpret in their native language(s) during conversations with school personnel such as guidance counselors, teachers etc. At Hillcrest we retain a list of school staff and teachers that are fluent in Bengali, Spanish, French, Arabic, Creole and Urdu. These faculty members assist when needed. Occasionally parents are also used to provide interpreting services when needed.

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>.

At Hillcrest we post signs in Spanish, Haitian Creole, Urdu, Bengali, French and Arabic in the main entrance scanning area and in front of the main elevator indicating the availability of interpretation services to all parents. We also have recorded messages in the above mentioned languages. Our Safety Plan contains procedures for ensuring that parents in need of language support receive the services to which they are entitled. We continue to make interpreters available to ELL parents, guardians and any participants at our regular PTA meetings, Parent orientation, Open School nights, and College nights. During our regularly scheduled parents' workshops, interpreters will be available to facilitate understanding and active participation. All parents are provided with the Bill of Parents Rights and Responsibilities, including their rights regarding translation and interpretation services. Copies of this documents are available in the Deans' office, the AP Guidance's office and the parent's Coordinator's desk. The quarterly School Newsletter also notifies parents of these and other related services.

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: Hillcrest High School	DBN: 28Q505
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 checked="" 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 checked="" type="checkbox"/> 12
Total # of teachers in this program: 14
of certified ESL/Bilingual teachers: 7
of content area teachers: 9

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:

Rationale

The instructional Title III program at Hillcrest High School will be offered to provide ELLs with supplemental instruction in the four major core areas: English, math, history, and science. In addition to the core subjects, we will offer a literacy program that will provide English reading and writing skills to SIFE. We will also offer a supplemental enrichment program for ELLs in art and/or Physical Education, depending on teacher availability. Throughout our after school program, ESL teachers and content teachers will work together in a clustered environment to provide rigorous instruction for all students. Focus will be given to supplementing the daily curriculum in all major areas and providing students with cognitive and academic skills needed for their coursework and all major assessments, including but not limited to Regents exams, NYSESLAT, and PSAT/SATs.

Subgroups and Grade Levels to be Served

This program will be offered to all current and former ELLs in the building, totaling around 750 students, grades 9 through 12. Subgroups include SIFE, Long-term ELLs, and students with Long-term Absences (LTA). We further divide these groups into students who are a part of our free-standing ESL program vis-à-vis students in our transitional bilingual (Spanish) program. Finally, for the sake of data, we also categorize students by gender as well as language/ethnic background.

Schedule and Duration

Our Title III program will include an after school program that will be taught twice weekly (on Monday and Tuesday afternoons) for 24 weeks. This program will run from the end of October, 2012, to the beginning of June, 2013. Each session will be approximately 120 minutes long.

Next, we will hold a special NYSESLAT preparation marthon throughout the month of May. In this program ESL teachers will provide supplementary instruction to ESL students in the four language modalities prior to the NYSESLAT administration period. Seven (7) teachers will be involved in this program for five (5) sessions of 2 hours each session.

Finally, we will provide Title III funding for an ESL Instructor to analyze and identify ELL trends through Periodic exam item analysis and BESIS report. This teacher will work 29 sessions at 1 hour per session.

Language of Instruction

The language of instruction will be in English for all students registered in our freestanding ESL program.

Part B: Direct Instruction Supplemental Program Information

Approximately 25% of students in our program are also enrolled in a transitional bilingual (Spanish) program, and instruction will be given to these students in Spanish and in English in a transitional format that adheres to our current Language Allocation Policy (LAP).

and types of Instructors

13 instructors and 1 supervisor will be hired to participate in the Title III after school program. Of these teachers, 5 are ESL certified; the supervisor is also certified. One teacher holds certification in ESL and her bilingual (Spanish) license. The remaining eight (8) teachers all hold certification in their respective content areas. This includes one (1) ELA certified teacher; three (3) social studies teachers; two (2) secondary math teachers; and two (2) secondary science teachers.

While the desired 50% - 50% ratio of ESL certified and content certified teachers is our goal, we have found it difficult to staff ESL certified teachers in our school who are willing to stay extra hours for the Title III after school program.

Types of Materials

Materials to be used in the program include on-line Castle Learning for all major subject areas, National Geographic's Edge program for literacy, Scholastic's English 3D for our long-term ELLs, and a variety of other texts and resources in English, Spanish, or both, in hardcopy and/or digital formats

One major goal of our Title III program is to provide students with access to technology so they can interact with the approved programs and curricula listed above. Our technology department has approved the purchase of 35 laptop (Lenovo) computers for this purpose; however, we still need a secure laptop cart to house this equipment. Therefore, a portion of our materials budget will go to the purchase of a secure laptop cart for our Title III program. This cart will serve our students and teachers this year and for many years to come.

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:

Rationale/Topics to be covered

The professional development for our Title III program will focus on three key areas of ESL instruction: sheltered instruction, data-driven instruction, and scaffolding. Professional development in these three areas will be provided to all teachers in the program regardless of certification and prior background, with special focus given to those teachers who do not come with ESL certification. Throughout the professional development program, ESL and content teachers will be given opportunities to share best

Part C: Professional Development

practices. Benchmark assessments, predictive exams, and item analysis will aid teachers' plans for lesson development. Scaffolding strategies and techniques will focus on Schema Building/Activating, Contextualization, Modeling, Meta-cognitive activities, Re-presentation, and Bridging.

Teachers to receive training/Name of Provider

All teachers will meet for four (4), two-hour sessions. AP ESL at Hillcrest will facilitate these events. Agendas will include direct professional development as well as allowing time for teachers to share best practice and conduct data-driven inquiry work on students who are attending the program. Our in-house ESL coordinator will provide NYSESLAT data, copies of our BESIS reports, data from our Periodic Assessments, and other useful documents. He will also use resources and materials provided from his participation in this year's ELL-I program.

In addition to in-house professional development, we will send four (4) teachers to content specific, week-long QTEL (Quality Teaching for English Learners) training sessions. These workshops are staffed by certified instructors with WestEd or the Department of Education's Office of English Language Learners. Teachers who participate in QTEL will be given time during our faculty-wide professional development sessions to turn-key/instruct us on their "ah-ha" moments and/or "take-aways" from their QTEL experience.

Schedule and Duration

As mentioned above, professional development will be held four (4) times for all teachers. These sessions will last 2 hours, for a total of 6 hours of professional development for all teachers.

Four (4) teachers will attend QTEL training that will run for six hours a day for four days, for a total of 24 professional development hours for each teacher.

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:

Rationale/Topics to be covered

At Hillcrest High School we firmly believe that parents should play an active role in their child's education. As such, our Title III program will offer several opportunities throughout the year to participate in their child's supplemental program. Specifically, we have planned two ways for them to do this: first, our "Newcomer Parents Day," which will be held twice this year; and one "International

Part D: Parental Engagement Activities

Festival.”

During Newcomer Parents Day, ELL parents will be invited to share in recreational and academic events aligned to ELL core curriculum and targeted to support acculturation to U.S. culture and English immersion for newly arrived immigrant families.

For our International Festival, ELL families from different cultural and linguistic backgrounds will be involved in sharing dances, music, and other forms of cultural expression with others. Together, all participants will gain an appreciation of diversity and multiculturalism through this event. All members of the community—ELLs or otherwise—will be invited to participate in this event.

Schedule and Duration

For Newcomer Parents Day, ten (10) teachers will plan and facilitate two (2) sessions for 3 hours. We anticipate holding our first Newcomer Parents Day in November and the second in April.

An annual event at Hillcrest, our International Festival will take place in mid-May. For this event our six (6) ESL teachers and one (1) AP ESL will coordinate practices and rehearsals culminating in the 2-hour performance on the main stage at our high school. We predict that these teachers will need eight (8), 2-hour sessions of rehearsal, while three (3) teachers do three sessions of outreach to parents.

Topics to be Covered

As stated above, topics that support acculturation to the United States will inform activities for Newcomers Parent Day. These topics will include survival English skills, technology awareness, financial and economic awareness, and basic geography and transportation systems of New York.

For our International Festival, cultural and linguistic appreciation will literally take “center stage” as we celebrate the various dances, music, songs and other forms of linguistic expression from the diverse population of ELLs at Hillcrest.

Name of Provider

Hillcrest High School will not use providers for this category. All preparation and execution of events will be facilitated by our faculty and parent committees.

How Parents will be Notified

A small committee of teachers and parents will join with our Parent Coordinator to do outreach for this event. To contact parents, we will have a two-hour phone bank that will include approximately 10 student volunteers. We will post the event on the school’s website, and follow up with flyers posted around the school and handed out to all ELLs.

Part E: Budget

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

Allocation Amount: \$60,152

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
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		
Other		
TOTAL		