



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HILLCREST HIGH SCHOOL
DBN (i.e. 01M001): 28Q505
Principal: STEPHEN M. DUCH
Principal Email: SMDUCH@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: DERRICK JONES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mr. Stephen Duch	*Principal or Designee	
Marilyn Beckford	*UFT Chapter Leader or Designee	
Diana Phillips	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Muska Akbari	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
David Morrison	Member/ CSA/Assistant Principal	
Robin Gayle	Member/ PTA Vic President	
Jeniffer Patterson	Member/ PTA Vice President	
Regina Whitlow	Member/ Treasurer	
Vipul Sham	Member/ Parent	
Sergio Perez	Member/ UFT	
Ronald Thompson	Member/ UFT	
Nicole Dulaney	Member/ Teacher	
Manolis Digenakis	Member/ Teacher	
Beverly Austin	Member/ Parent	
Sackelia Webb-Edwards	Member/ Parent	
Belle long	Member/ Student Representative	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

PLANNING GOAL: Through the use of CPT, Teacher Teams will collaborate to effectively assess student learning needs to design coherent instruction that encourages students self-reflection and engagement of student in the learning process.

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.

After reviewing last year's data including teacher observations, scholarship reports, CCLS student work projects and results from periodic assessments and Regents, there needed to be a continued school-wide focus on designing coherent instruction, student self-reflection, and engagement of students in the learning process.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: All teachers will meet 6 times a month in SLC based CPT, and 6 times per month Department meetings.

Activity

1. At the SLC CPT teachers will collaborate across discipline using the inquiry method to assess common strengths and deficits across their respective SLC.
2. In Department CPT teachers will analyze results from Department periodic assessments to adjust their teaching meet the needs of their students.
3. Teachers will be required to provide students with rubrics for self/ peer reflections aligned with Common Core Learning Standards, Citywide Instructional shifts, and NYS Subject specific standards. (self-reflection)

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principals Supervision
2. SLC Directors
3. SLC specific Guidance Counselors
4. PSO LDF
5. Teachers across Department and SLCs

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the school year assistant principals and teachers will reflect on the curriculum and the observation feedback in the areas related to designing coherent instruction, student self-reflection, and engagement of students in the learning process.
2. By the end of the school year teachers will share highly effective lessons as per the Danielson Framework for Teaching Domain 1.
3. The data specialist will conduct an analysis of MOTP trends to target areas of improvement related to planning and preparation, classroom environment, questioning, assessment, and engagement for the 2014 2015 school year.

D. Timeline for implementation and completion including start and end dates

1. Beginning in September 2013 and ending in June 2014, Instructional Assistant Principals will hold biweekly department meetings on Monday Wednesday.
2. Beginning in September 2013 and ending in June 2014, SLC directors will hold biweekly department meetings on Monday Wednesday.
3. All teachers will be involved in the inquiry process both at the Department and SLC levels throughout the year in their respective SLC and Department specific CPTs

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Strategic programming that allows Small Learning Community teachers to be free during a common period for professional development facilitated by the Assistant Principal.
2. Strategic programming that allows Small Learning Community teachers to be free during a common period for professional development facilitated by the Director.
3. No cost associated with this activity.

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).

1. Parents have the ability to monitor academic progress via phone calls, letters, emails, and on the school's online portal (PupilPath/Skedula)
2. Parents are invited to case conferencing by their child's teachers in SLC CPT.
3. Parents, together with the school leadership are invited to participate in instructional feedback walkthroughs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

TITLE 1 SWP

Goal and Action Plan #2

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

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

INSTRUCTIONAL GOAL: By creating a cognitively vibrant environment through the incorporation of HOTS (High Order Thinking Skills) and tasks and multiple entry points, teacher will support students in taking charge of their own learning

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.

During the 2012 2013 school year further work was done to align grade level curricula in English, Math, Science, Social Studies, Foreign Language, and the Arts to the Common Core Standards in order to ensure Units, Lessons, and Assessments included rigorous, student centered tasks and activities.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Strategy: 6 times a month department level Common Planning Time will be conducted focusing on giving feedback and developing strategies to effectively teach the curriculum.
2. Activity: 6 times a month small learning community Common Planning Time will be conducted where student work will be reviewed and curriculum adjustments will be made.
3. Activity: A minimum of 6 classroom observations to observe and give feedback on the practices across the Danielson competencies that address planning, classroom environment, questioning, assessment, and engagement.

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principals and all Teachers
2. Small Learning Community Directors and all Teachers
3. Principal, Data Specialist, and all Instructional Assistant Principals

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the school year assistant principals and teachers will reflect on the curriculum and the observation feedback in the areas related to planning, classroom environment, questioning, assessment, and engagement.
2. By the end of the school year teachers will share highly effective lessons that reflect higher order thinking skills and student centered rigorous task, activities and best instructional Practices.
3. The data specialist will conduct an analysis of MOTP trends to target areas of improvement related to planning, classroom environment, questioning, assessment, and engagement for the 2014 2015 school year.

D. Timeline for implementation and completion including start and end dates

1. Beginning in September 2013 and ending in June 2014, Instructional Assistant Principals will hold biweekly department meetings on Monday Wednesday.
2. Beginning in September 2013 and ending in June 2014, SLC directors will hold biweekly department meetings on Monday Wednesday.
3. All teachers will be observed on a rolling basis throughout the year, both formally and informally (depending on Option chosen) a minimum of 6 times.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Strategic programming that allows Small Learning Community teachers to be free during a common period for professional development facilitated by the Assistant Principal.

2. Strategic programming that allows Small Learning Community teachers to be free during a common period for professional development facilitated by the Director.
3. No cost associated with this activity.

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).

1. Parents have the ability to monitor academic progress via phone calls, letters, emails, and on the school's online portal (PupilPath/Skedula)
2. Curriculum units are available for parents to review on the Hillcrest High School website.
3. Parents, together with the school leadership are invited to participate in instructional feedback walkthroughs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

TITLE 1 SWP

Goal and Action Plan #3

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

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

ASSESSMENT GOAL: Through the use of questions / prompts / assessments, teachers will provide feedback that is timely, constructive, and promotes Students' being actively involved in their learning.

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.

After reviewing last year's data, including teacher observations/ADVANCE, student work products and assessments, there continued to be a continued school-wide focus on supervisory feedback, professional development in the areas related to questioning, rigor, student feedback, and planning for multiple entry points in lesson plans. These initiatives are consistent with Danielson Domains 1 (Planning and Preparation) and 3 (Instruction).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will complete self-evaluation surveys and, in conjunction with the Assistant Principal Supervision, develop individualized goals and PD Action Plans aligned with the Danielson Framework for measuring effective teaching, including Danielson components 1F (Designing Student Assessment), 3B (Using Questioning and Discussion Techniques), 3C (Engaging Students in Learning) and 3D (Using Assessment in Instruction). A key point of emphasis is the assessment of ELL and ISS students through interventions by the Newcomers Small Learning Community that focuses on sheltered instruction techniques, and Instructional Support Collaborative Team Teaching classes. All students are expected and encouraged to be involved in and track their progress in classes. Teachers are expected to provide accurate, constructive and specific feedback to students in order to move learning forward.

B. Key personnel and other resources used to implement each strategy/activity

1. 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 # 3.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will receive feedback on their teaching, specifically Danielson components 1F (Designing Student Assessments), 3B (Using Questioning and Discussion Techniques), 3C (Engaging Students in Learning), and 3D (Using Assessment in Instruction) through a process of informal and formal observations in ADVANCE. This process is the accountability lens to ensure that rigorous quality teaching and learning takes place every day, every period in every class. Each Assistant Principal's Supervision develops and implements a visitation schedule that results in every teacher being visited at least six times per school year.

D. Timeline for implementation and completion including start and end dates

1. 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 state and Common Core Learning Standards. These assessments may occur monthly, or by unit depending on subject area.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers and Assistant Principals will attend outside Professional Development focused on assessment topics aligned to Annual Goal # 3. Additionally, allotted resources will be dedicated to improvement in student outcomes through afterschool tutoring and Title III programs, Saturdays at Hillcrest, Regents Preparation Marathons (MLK), use of Castle Learning Assessment Software, use of Pupilpath/SKEDULA for parents and administrators to view and track teacher grades, and line item analysis of regents examinations to inform teacher Decision making in the classroom.

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).

- Constant feedback to parents on academic progress via phone calls, letters, emails, Pupilpath and conferences.
- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	XX	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

TITLE 1 SWP

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	1. Targeted English Tutoring of students identified on Academic Redemption. 2. Saturdays @ Hillcrest 3. Mandated review class 4. Castle Learning	1. One-to-one, Small Group tutoring 2. One-to-one, Small Group tutoring 3. Small group 4. Computer Based	1. During the school day scheduled office hours every Thursday and Friday. 2. Saturdays 3. During the school day 4. Anytime
Mathematics	Levels 1 and 2 Math Workshop dedicated to improving the analytical skills of lower-performing students (on Saturdays). 3 Semester Math Tracks in Integrated Algebra and Geometry that focus on skill-building, extra practice and review of key skills.	Students programmed according to historical information receiving 5 periods of instruction per week for 1.5 years.	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. Students receive instruction from Monday-Friday and are invited to partake in office hours with a teacher to improve skills directly
Science	1. Office Hours 2. Saturdays @ Hillcrest 3. Regents preparation Class 4. Castle Learning	1. Tutoring 2. Small groups/class size 3. Small class size 4. Independent Work	1. During the school day 2. Saturdays 3. During the school day 4. Anytime
Social Studies	1. Office Hours 2. Saturdays at the Castle 3. Peer coaching for Regents	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.	1. During the school day 2. Saturdays 3. Saturdays
At-risk services (e.g. provided by the	At-risk students are referred by	Services are provided for all at-risk	Services are provided during the

<p>Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>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</p>	<p>students. Services are individual as well as in groups where appropriate. Outside referrals are also provided where appropriate</p>	<p>school day, after the school day and on Saturdays</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. Based on analysis of current trends of MOTP, Assistant Principal Supervision/Academic Learning Specialists will provide departments with Professional Development. 2. Assistant Principals will continue to receive training in Advance from the Talent Coach. 3. Assistant Principals Supervision attend Tuesday afternoon seminars to develop Professional Development for Department CPT. 4. Directors attend Wednesday afternoon seminars to develop Professional Development for SLC CPT. 5. All teachers afforded the opportunity to attend Professional Development outside the building.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding is consolidate in order to meet the needs of the students. The intend of the funding source remains a factor in the allocation for expenditure.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ol style="list-style-type: none"> 1. In reviewing the data from multiple sources: Regents, periodic assessment, NYC Performance Tasks in ELA and Math, in class exams, etc., teachers meet in CPT to decide how to design Department assessment including what skills and content will be assessed in each Monthly Department Assessment. 2. Professional Development in assessing students id done in numerous ways: <ol style="list-style-type: none"> a. Alignment to Danielson 3d b. Alignment to Regents exams

- c. Alignment to NYC Performance tasks
- d. With support of ISS Department assessment are differentiated.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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 Sally Maimran/ESL	Parent David Morris
Teacher/Subject Area Josue Barahona/History (Bil)	Parent Coordinator Bilquees Akhtar
Related Service Provider N/A	Other John Michalos, AP Guidance
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3300	Total number of ELLs	476	ELLs as share of total student population (%)	14.42%
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Part II: 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%)										59	42	39	40	180
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										83	80	67	66	296
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	142	122	106	106	476

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	476	Newcomers (ELLs receiving service 0-3 years)	352	ELL Students with Disabilities	32
SIFE	72	ELLs receiving service 4-6 years	75	Long-Term (completed 6+ years)	49

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	144	26		19	9		17	3		180
Dual Language										0
ESL	208	19		56	12	19	32	3	13	296
Total	352	45	0	75	21	19	49	6	13	476
Number of ELLs who have an alternate placement paraprofessional: 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										59	42	39	40	180
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	59	42	39	40	180

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										1				1
Russian										1	1		1	3
Bengali										51	45	36	42	174
Urdu											9	6	5	20
Arabic										9	6	4	3	22
Haitian										9	8	6	3	26
French										2	1	2	1	6
Korean														0
Punjabi										2	4	6	6	18
Polish														0
Albanian														0
Other										8	6	7	5	26
TOTAL	0	0	0	0	0	0	0	0	0	83	80	67	66	296

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										53	45	24	21	143

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										34	32	34	49	149
Advanced (A)										51	53	37	43	184
Total	0	0	0	0	0	0	0	0	0	138	130	95	113	476

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
	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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	365		79	
Integrated Algebra	159		85	
Geometry	71		43	
Algebra 2/Trigonometry	18		3	
Math				
Biology				
Chemistry	5		3	
Earth Science	95		39	
Living Environment	284		77	
Physics	3		2	
Global History and Geography	194		84	
US History and Government	173		85	
Foreign Language	101		98	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	28	32	13				
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Currently our only diagnostic tools for literacy are the LAB-R and Spanish LAB. In February this will shift to the NYSITELL.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After a rigorous shift in teaching practices and expectations for ELLs last year, we saw a large increase of students scoring Proficient on the NYSESLAT. Furthermore, over 50% of students who did not receive Proficient increased their overall score by one level.

Broadly speaking, our students continue to struggle on the Reading section of the NYSESLAT, but we have seen growth on the Writing section of the same exam. 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, Proficient is harder to achieve.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the results above, our on-going goals are:

- Increase the percentages of students achieving Proficient within all cohorts.
 - Continue our current emphasis on Speaking and Listening.
 - Place greater emphasis on Reading and Writing. We need to prepare students for the Reading section of the NYSESLAT, which is changing to include higher critical-thinking skills and become more rigorous to meet the needs of CCLS.
 - Each student needs to increase his or her levels in each section (modality) by at least one ranking each year.
4. For each program, answer the following:
 - a. 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?

Freestanding ESL

a. Overall, students enrolled in our Freestanding ESL Program are doing well in their content area state exams. However, many struggle with the ELA Regents. That said, more students from our Freestanding ESL Program scored Proficient on last year's

NYSESLAT

exam; those who did not score Proficient saw a greater increase on their scores as compared to students in our TBE program.

b. School leadership and teachers use the results of periodic assessments in all major content areas to determine skill levels of students

and determine appropriate next steps. This is the primary focus of our Inquiry Team work, which happens weekly in our Common Planning Time.

c. ELLs perform differently on different skill sets according to the results of our Periodic Assessments, which are given to our ELLs in every major content area.

TBE (Spanish)

a. Overall, students in our TBE Program did not score Proficient on the NYSESLAT, nor did they increase their overall scores compared

to students in our Freestanding TBE Program.

- b. School leadership and teachers use the results of periodic assessments in all major content areas to determine skill levels of students and determine appropriate next steps. This is the primary focus of our Inquiry Team work, which happens weekly in our Common Planning Time.
- c. ELLs perform differently on different skill sets according to the results of our Periodic Assessments, which are given to our ELLs in every major content area. For students in the TBE (Spanish) program, all assessments are translated into Spanish and results analyzed by interdisciplinary groups of teachers who teach in this program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

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 but are not limited to: 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 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 Advanced: 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 SLC 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 weekly in their SLC (Small Learning Community) groups to collect and analyze students' data in order to improve instruction.

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 Common Core Learning Standards.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Evaluation of the success of our ELL programs comes from a variety of sources: at the beginning of each year we analyze data from the previous year's NYSESLAT. Furthermore, we use information from our Periodic Assessments to inform our understanding of student growth and to determine next steps. Regents results are also used to determine next steps and to judge the overall efficacy of our ESL department.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Parents who wish to enroll an ELL student at Hillcrest go to one of the three Queens Enrollment Centers where information for the prospective student is entered into ATS. Hillcrest receives this information via ATS, and then the student and parents/guardians report to room 116 to meet with our two Admissions Officers – Mrs. Linda Blader, admissions secretary, and our Spanish-speaking Family Bilingual School Aide. Trained to conduct the Home Language Identification Survey (HLIS), one of these two officers conducts interviews with the parents/guardians as well as provides an in-house oral interview in English or in Spanish. They are accompanied in this process by our LAB-R/BESIS Coordinator, Ms. Goncalves, a trained pedagogy in ESL. 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 teachers who speak languages other than English is available in 116.) Otherwise, the admission office will solicit telephone interpretation from the DOE's Interpretation Unit.

Parents are given an overview of 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 watching 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. Generally speaking, Spanish-speaking parents select our Spanish TBE program, as many wish to support their children's literacy needs in Spanish; 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 Coordinator administers the Spanish Language Assessment Battery (LAB) and the English Language Assessment Battery Revised (LAB-R) to students within the first ten school days of admission. She does the same with the LAB-R to students who select our Freestanding ESL program. Starting February 1st, 2014, the diagnostic exam will shift from the LAB-R to the New York State Identification Test for English Language Learners (NYSITELL).

Students who come from linguistic backgrounds other than Spanish select our Freestanding ESL program. Parents are informed that they have the choice to transfer their child's application to a school that offers programs in their language. 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 without the form 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 initially during registration and subsequently during PTA meetings, parent conferences, or by appointments with parents by ESL Coordinator. Every year the ESL Coordinator, the SLC Director, and the AP ESL review NYSESLAT results to determine ELL eligibility for each student. Students who qualify for ELL services are tested yearly in May. The following steps are taken in order to administer the NYSESLAT:

1. The ESL Coordinator sends letters to ELL parents to inform them about their child's entitlement to take the NYSESLAT;
2. Students are provided with personal invitations to take the exam;
3. Both letters indicate the date(s), time(s), and place(s) of the test;
4. ESL Coordinator attends an annual meeting with OELL to receive updates on test administration, protocols, and packing requirements;
5. All teachers and/or administrators who are responsible for administering the test are trained by the ESL Coordinator according to the NYSESLAT administration guide;
6. Test is conducted with all eligible students within the time frame indicated by the administrative guidelines.

An analysis of the 2013 NYSESLAT scores shows 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 tend to come from junior high schools and have been in the country for longer than one year. Analysis shows that

a majority of the 9th and 10th graders who are at the Beginning level did poorly in listening and speaking; therefore, instructional planning throughout the 2013-14 school year will focus 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.

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.

Parents are given an overview of 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 watching 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. Generally speaking, Spanish-speaking parents select our Spanish TBE program, as many wish to support their children's literacy needs in Spanish; 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 Coordinator administers the Spanish Language Assessment Battery (LAB) and the English Language Assessment Battery Revised (LAB-R) to students within the first ten school days of admission. She does the same with the LAB-R to students who select our Freestanding ESL program. Starting February 1st, 2014, the diagnostic exam will shift from the LAB-R to the New York State Identification Test for English Language Learners (NYSITELL).

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Students who come from linguistic backgrounds other than Spanish select our Freestanding ESL program. Parents are informed that they have the choice to transfer their child's application to a school that offers programs in their language. 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 without the form 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 initially during registration and subsequently during PTA meetings, parent conferences, or by appointments with parents by ESL Coordinator.

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.

After students have enrolled and are determined to be ELLs through the HLIS and LAB-R process, students records go to one of two guidance counselors who give students programs and help them matriculate into our system. Specifically, students who enroll in the TBE Spanish program go to Ms. Judy Cancel-Valerio, our Spanish bilingual Guidance Counselor. Students who enroll into our Freestanding ESL program go to Ms. Jaime Olechowski, our ESL Guidance Counselor. 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 teachers who speak languages other than English is available in 116.) Otherwise, the admission office will solicit telephone interpretation from the DOE's Interpretation Unit.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every year the ESL Coordinator, the SLC Director, and the AP ESL review NYSESLAT results to determine ELL eligibility for each student. Students who qualify for ELL services are tested yearly in May. The following steps are taken in order to administer the NYSESLAT:

1. The ESL Coordinator sends letters to ELL parents to inform them about their child's entitlement to take the NYSESLAT;
2. Students are provided with personal invitations to take the exam;
3. Both letters indicate the date(s), time(s), and place(s) of the test;
4. ESL Coordinator attends an annual meeting with OELL to receive updates on test administration, protocols, and packing requirements;
5. All teachers and/or administrators who are responsible for administering the test are trained by the ESL Coordinator according to the NYSESLAT administration guide;

6. Test is conducted with all eligible students within the time frame indicated by the administrative guidelines.
6. 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.) 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. 
- After reviewing the Parent Survey and Program Selection forms, the trends for program choices are:

Students from Spanish backgrounds primarily choose our TBE (Spanish) program. To be specific, 95% of all students who fit this program enroll in this program. The remaining 5% choose to be in our Freestanding ESL program.

All students from language backgrounds other than Spanish choose our Freestanding ESL program. At present, 100% of our students fit into this category. However, we do have students from language backgrounds other than Spanish who choose to go to different schools once they learn that we do not offer TBE programs in other languages such as Chinese or Bengali. When this happens, staff who work in our Admissions Office direct the students to schools with appropriate language programs.

In the future, Hillcrest High School hopes to offer a bilingual Bengali program to fulfill the needs of the large number of students from Bangladesh who have entered our program. We have taken strides to accomplish this goal, but at present, the limited number of qualified pedagogues who also speak, read, and write Bangla have prevented us from fully realizing this program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Currently Hillcrest High School has a total of 476 ELL students, which represents approximately 15% of the school's student population. Major linguistic groups include 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 Freestanding ESL program (ESL) for students from other languages.

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)?

Transitional Bilingual Education Program (Spanish)

About 30% of our ELLs are enrolled in the Transitional Bilingual Education program. Students in this program are given 8 periods a day, 3 or 4 of which occur with certified bilingual instructors who follow the Language Allocation Policy (LAP) of the school when conducting instruction in the native language. TBE classes include students from Spanish backgrounds who scored Beginning, Intermediate, or Advanced on the NYSESLAT. Bilingual classes are taught in all major content areas. These currently include Social Studies (Global and US History), math (Integrated Algebra and Geometry), and science (Living Environment or Earth Science). Altogether there are 12 bilingual classes.

Freestanding English as a Second Language Program

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 Freestanding ESL program is organized to serve students from a variety of different language and cultural backgrounds. We offer 28 periods (48 minutes each) of ESL classes daily.

Based on the results of the NYSESLAT and LAB-R/NYSITELL, 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 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.

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area classes (history, math, science, technology, art, music and health) are provided to all Newcomer students by certified instructors who are trained in scaffolding, sheltered instruction, and other forms of instruction for ELLs. This year we will

continue to implement the supplemental Title III, SIFE, and Bilingual Enrichment instructional and enrichment activities. ELLs are scheduled in two cohorts (2013-2014 and 2015-2016) for these instructional programs. Students receive instruction 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 and iPads. This year, the school provided our SLC with its own state-of-the-art computer lab, which is utilized by all major subgroups in our school. Finally, all newly enrolled ELLs attend the Title III summer program where ESL teachers engage in total immersion language acquisition activities in all the major content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All students enrolled in our TBE Spanish program are given the Spanish LAB test every year. Furthermore, ELLs who have not met the language requirement for graduation are scheduled for language electives in Spanish, French or Latin. Each June we offer the LOTE exam to our students who speak Bengali, Punjabi, Hindi, Urdu, Arabic, etc.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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 but are not limited to: 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 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 Advanced: 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 SLC 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 weekly in their SLC (Small Learning Community) groups to collect and analyze students' data in order to improve instruction.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Plan for SIFE and Long Term ELLs

At the beginning of every semester, the AP ESL, the Director of Newcomers Institute, the ESL Coordinator and their related guidance counselors perform a needs assessment 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. We have also incorporated Common Core Learning Standards (CCLS), Response to Intervention (RtI), the use of the Depth of Knowledge (DOK) 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 Achieve 3000, 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, Bilingual Enrichment, and SIFE programs.

7. 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?

Former ELLs are given support in our After-school Program, which now contains a specific set of after-school classes specifically for F-ELLs. Furthermore, we room F-ELLs in a similar way to our ELLs for all major state assessments so they are provided with accommodations such as extended time and use of bilingual glossaries and dictionaries.

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 but are not limited to: 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 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 SLC 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 weekly in their SLC (Small Learning Community) groups to collect and analyze students' data in order to improve instruction.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Plan for Newcomers and Special Education

At Hillcrest, Newcomers 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 certified and trained to meet the needs of this unique subgroup. All teachers of students with IEPs 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 to meet the needs of our students with IEPs.

Teachers have access to the IEPs, along with a variety of textbooks and other digital resources such as the Achieve 3000, 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.

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:	2	NLA	Spanish

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

Social Studies:	5		Global/US	Spanish
Math:	6		Integrated Algebra/Geometry	Spanish
Science:	5		Living Environment/Earth Scien	Spanish

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

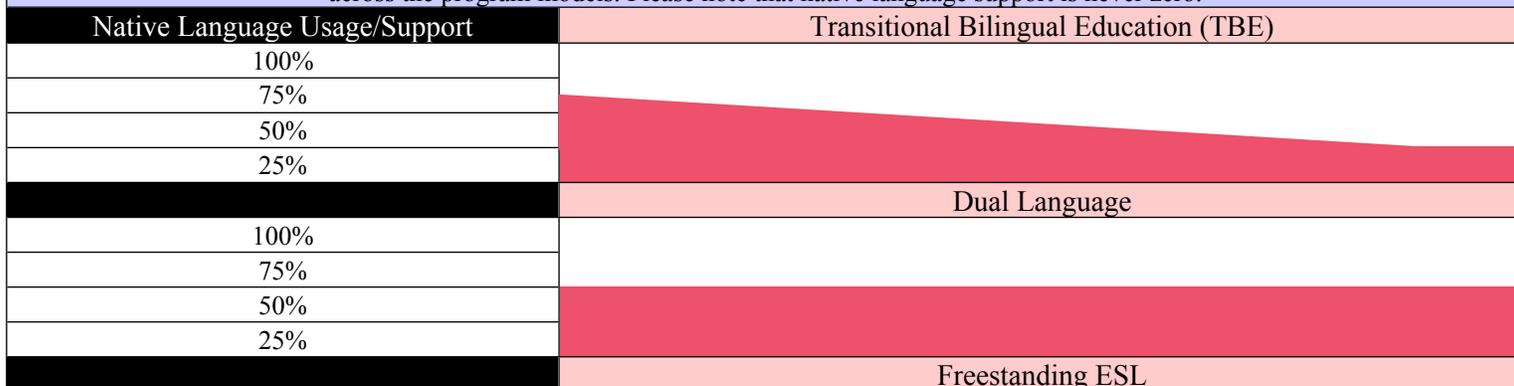
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Content area classes (history, math, science, technology, art, music and health) are provided to all Newcomer students by certified instructors who are trained in scaffolding, sheltered instruction, and other forms of instruction for ELLs. This year we will continue to implement the supplemental Title III, SIFE, and Bilingual Enrichment instructional and enrichment activities. ELLs are scheduled in two cohorts (2013-2014 and 2015-2016) for these instructional programs. Students receive instruction 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 and iPads. This year, the school provided our SLC with its own state-of-the-art computer lab, which is utilized by all major subgroups in our school. Finally, all newly enrolled ELLs attend the Title III summer program where ESL teachers engage in total immersion language acquisition activities in all the major content areas.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Currently ELLs at Hillcrest are seeing great strides in Math, History and Science as evidence by increased scores on the state exams. Furthermore, by having teachers work in interdisciplinary teams, ELLs have increased their abilities in academic English.

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

This year the focus has shifted to an increased awareness of the Common Core. In particular, Newcomers students will engage in more text-based questions and analytical debate and discussion in the classrooms. Emphasis will be brought to making claims and counterclaims in all major subject areas. Textual support will be required for all discussions and written response. Teachers will select texts that contain higher levels of academic vocabulary while continuing to provide scaffolds and other forms of support.

To promote this learning, we have chosen to add Achieve 3000 to our list of online support for ELLs. Other programs include National Geographic's Edge series, J-map for math and science, and Castle Learning for all major subject areas.

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

We have recently reviewed all major textbooks and programs in Newcomers to see what meets criteria for CCLS and what doesn't. Any textbook or program that does not meet the needs of the Common Core will be removed from the curriculum.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are integral part of our school community but are provided with a safe, nurturing environment within our Newcomers SLC. Altogether the school boasts 9 SLCs. When students pass out of the NYSESLAT they are eligible to enter the other SLCs, which include BizTec, Humanities, Public Service and Law, or PreMed. Students are placed in the SLC of his or her choice. In these new environments, 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. That said, for at least two years we continue to offer services to our Former ELLs such as after school programs, testing accommodations, etc.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

As previously mentioned in this document, instructional materials for ELLs currently include several sets of textbooks for ESL and in the content areas that meet the requirements of the Common Core such as the RIGOR series. In addition to these resources, we offer several digital resources to Newcomer students such as National Geographic's Edge, Castle Learning, and Achieve 3000.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is given to all students in our Spanish TBE program. Students in this program are offered one period of NLA Spanish each semester until they achieve proficiency on the NYSESLAT. Our NLA teacher follows the new curriculum for NLA instruction provided by the OELL while also incorporating skills and strategies from the Common Core.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Currently all materials for ELLs correspond to the expectations of the Common Core; therefore, each of our grade levels, 9th through 12th, receive rigorous, engaging materials that push critical thinking skills, metacognition, and other forms of higher learning.

Although some argue that the material we are giving our ELLs is above their grade levels, we continue to provide "high expectations with high support" to ensure that our students become proficient in the skills necessary to compete in the 21st

Century.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We continue to implement the supplemental Title III, SIFE, and Bilingual Enrichment instructional and enrichment activities this school year. ELLs are scheduled in two cohorts (2013-2014 and 2015-2016) for these instructional programs. Students receive instruction 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 and iPads. This year, the school provided our SLC with its own state-of-the-art computer lab, which is utilized by all major subgroups in our school. Finally, all newly enrolled ELLs attend the Title III summer program where ESL teachers engage in total immersion language acquisition activities.

18. What language electives are offered to ELLs?

ELLs who have not met the language requirement for graduation are scheduled for language electives in Spanish, French or Latin. Each June we offer the LOTE exam to our students who speak Bengali, Punjabi, Hindi, Urdu, Arabic, etc.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 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, Assessment for Learning (AFL), and incorporating Common Core Learning Standards. Regarding CCLS, we will incorporate professional development regarding academic vocabulary, text complexity, citing evidence from the text, and creating claims and counter claims. 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. 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 fully implement Danielson's professional competency domains for further teacher development and evaluation. Furthermore, we will continue to promote sheltered instructions for all ELL classrooms. Finally, ELL support staff will also participate in professional development programs and SLC seminars scheduled bi-weekly and conducted by designated assistant principal and academic specialists and outside vendors.

All teachers in Newcomers receive 6 period of professional development from the AP ESL each month; they receive an additional 6 periods of professional development from Nazila Ramjan, Newcomers SLC Director. Professional development is focused on best practices for ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.

E. Additional Information

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

Paste response to question here:

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
Helena Goncalves	ESL Teacher		1/1/01
David Morris	Parent		1/1/01
Josue Barahona/SS (Bil)	Teacher/Subject Area		1/1/01
Sally Maimran, ESL	Teacher/Subject Area		1/1/01
Nazila Ramjan, Director	Coach		1/1/01
N/A	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
Areli 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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q505 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 14.5% of Hillcrest High School students are recent immigrants to the United States. About 11% were placed in the ESL and Transitional Bilingual Education (TBE) Spanish programs. Of that group, 27% 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 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		