

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: HillsideArts & Letters Academy	DBN: 28Q325
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 49	
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	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 2

of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: Academic Intervention is available to ELLs for each content area and for Regents Support. Four teachers will hold an one hour after school session twice per week for 20 weeks to support students in completing writing pieces. The classes will be held on Tuesdays and Thursdays from 3:00pm-4:00pm. The ESL teachers will push into the classes of the content area teachers. One class will have a 25 students and the other class will have 24 students. This activity supports the students in the development of writing skills through tasks that are rigorous, and very thoroughly scaffolded. These teachers work intensively on developing students' skills with grammar, sentence structure, and organization. ELL students learn to utilize the HALA Common Core aligned writing framework. All ELL students practice writing essays that are grammatically correct and well organized. Scaffolding experience includes the use of models, graphic organizers, and peer editing workshops. Similarly to the ELA class, this course focuses on grammar, sentence structure, and organization skills so that students can articulate their ideas using evidence from non-fiction text in the content area.

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

Part C: Professional Development

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

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

Begin description here: The following teachers will receive professional development in order to delivery

Part C: Professional Development

effective instruction for ELL students.

2 ESL Teachers, 4 ELA Teachers, 5 Math teachers, 2 Living Environment teachers, 1 Chemistry teacher, 1 Earth Science Teacher 5 History teachers, 4 special education teachers. All teachers will work with ESL students, as a result all teachers will receive professional development on delivering effective instruction to ELL students. This professional development will be provided by the principal, assistant principal and instructional coach. Weekly meetings will take place on Wednesday from 2:15pm to 3:45pm or during department meetings.

Weekly professional development meetings which will include the following topics:

Universal Design for Learning

Reading Strategies

Language Development

Analysis of student work, scaffolding instruction

Incorporating technology in the curriculum

Peer critiques of teacher-generated curriculum

Data Driven instruction

Common Core Aligned Curriculum

Part D: Parental Engagement Activities

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

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

Begin description here: Workshops for Parents of ELLs

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
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	_____	_____



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: 28Q325

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

Principal: Matthew C. Ritter

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 28Q325
Grades Served:
School Type: Limited unscreened 9-12
School Address: 167-01 Gothic Drive, Jamaica, NY 11432
Phone Number: 718-658-1249 Fax: _____
School Contact Person: Annis Dry Email Address: adry2@schools.nyc.gov
Principal: Matthew Ritter
UFT Chapter Leader: Thomas Mehldau
Parents' Association President: Angela Chappell
SLT Chairperson: Gabrielle Almodoval
Student Representative(s): Hakeem Anglin, Gabriel Chambers

District Information

District: 28 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Queens, NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network
Network Number: 404 Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Matthew Ritter	*Principal or Designee	Signature on file
Thomas Mehldau	*UFT Chapter Leader or Designee	Signature on file
Angela Chappell	*PA/PTA President or Designated Co-President	Signature on file
Annis Dry	DC 37 Representative, if applicable	Signature on file
Hakeem Anglin Gabriel Chambers	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on file Signature on file
	CBO Representative, if applicable	
Maria Lynch	Member/ Parent	Signature on file
Desmond Chambers	Member/ Parent	Signature on file
Anthony Anglin	Member/ Parent	Signature on file
Marilyn Rodriguez-Ortiz	Member/ Guidance Counselor	Signature on file
	Member/	

	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school

building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

- 6. Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Hillside Arts and Letters Academy (HALA) is a small school of about 450 students located in the Borough of Queens, New York. Its student population is among the most diverse in the country, with over 40 nationalities represented. The vast majority of students at HALA live in communities in Queens that are close to the school, and over 60 percent of students are eligible for free or reduced priced lunch based on their income. HALA offers students a curriculum that is rigorous and college preparatory across all subject areas, and is also enriched by its arts theme. HALA currently has a partnership with the Queens Museum, Queens College, and the Institute for Student Achievement.

MISSION STATEMENT

The mission of Hillside Arts and Letters Academy is to offer students a challenging college preparatory curriculum with a special emphasis on visual arts, music, and writing. Students at Hillside Arts become self-directed and resourceful learners with a deep appreciation for the arts as not only a source of enjoyment and personal growth, but also as a path to understanding and changing society. We prepare students to graduate as independent thinkers who are academically well-rounded, creative, and especially well-prepared to innovate and collaborate.

STRENGTHS

The advisory and personalization program at HALA has proven an effective means for supporting students’ social and emotional growth as adolescents. It is also an effective support for the development of good work habits, and furthermore supports students in planning for college and careers after graduation. HALA’s advisory program is a crucial safety net that ensures the highest level of achievement possible for all students.

The “Arts and Letters” theme at HALA increases student engagement and student achievement. Students at HALA gain multiple college-level writing experiences before they graduate, which is a critical factor in ensuring that students persist when they enter college. Students also have increased opportunities to participate in visual and music programming, and even have the opportunity to graduate with a Regents Diploma with Distinction in the Arts.

HALA has developed curriculum that has proven effective at supporting students with special needs and students who are English language learners. Curriculum at HALA is developed by applying the principles of Universal Design for Learning, resulting in higher student achievement.

HALA is proud of several unique learning experiences it offers to students in order to better prepare them for college and careers. In particular, grade 9 and 10 students participate in “Portfolio Day” presentations that require them to present to visitors their class work along with reflections on their own strengths and areas of growth as students. In the 11th grade, students present arts-based class work to adult visitors, and in the 12th grade students participate in “Interview Day” where they are interviewed by adults who work in various fields, simulating the real-world experience of presenting themselves and their knowledge in a high-stakes situation.

CHALLENGES

This year, HALA will engage in the challenging work of continuously increasing the rigor of the curriculum offered to students as we incorporate the instructional shifts and Common Core Learning Standards (CCLS). We will continuously calibrate curriculum against CCLS resources, and employ structured collaborations among faculty in order to ensure that all faculty members develop increased capacity to implement the instructional shifts.

KEY AREAS OF FOCUS

This year, HALA will work to build on its writing program so that students preparation for college continuously increases. We will also work to increase HALA's overall score in the "Instructional Core" section of the NYC School Survey.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

HALA scored “Meeting or Exceeding Target” on nearly all areas regarding academics and instruction in our Quality Review and School Quality Guide. However, many students were not graduating at a “College Ready” level, or having completed College Preparatory Coursework.

HALA has several strengths related to this capacity framework element. Those strengths include:

- Rigorous project based units are implemented every semester in every course.
- Regents preparatory support is available after school and on Saturdays.
- Department teams develop and review curriculum collaboratively and calibrate the level of rigor of student tasks using CCLS resources.
- HALA offers intensive coaching to teachers who are new, or who demonstrate increased need for support.
- Faculty at HALA have developed several effective shared teaching practices and curriculum components through the collaborative inquiry process in grade teams.

Recent DY0 periodic assessment scores indicate a need to further refine writing tasks and further calibrate them with the CCLS. Furthermore, previous data from Periodic Assessments (DYOs) indicated a need for students to develop their ability to produce longer and more varied pieces of writing for a variety of tasks and purposes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All grade 12 students will complete at least 3 college level research papers during their senior year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
2. Strategies to address the needs of students with disabilities,

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> Grade teams will use the collaborative inquiry process to identify the needs of students around the Common Core Learning Standards, focusing on producing extended research papers. We will implement a school-wide rubric that teachers can use to measure the quality of student work. All teachers will use a PBL unit planning template that has a clear section to identify Common Core Learning Standards, and enables teachers to plan long term project assignments. Teachers will guide students in the use of database research using library and JSTOR database resources. History, ELA, and Advisory teachers will all implement instruction focusing around the various steps of the research and writing process. Students will prepare for an end of year Portfolio Defense in which they will display their work and defend their college readiness to an outside audience. Earlier grade (9-11) teachers will begin to build capacity amongst students to do research and writing tasks. 	<p>All grade level teams.</p> <p>History and ELA 12th grade teachers</p> <p>All advisory teachers</p>	<p>CIP will be completed by January, a second cycle will occur February-May</p> <p>End of semester 1</p> <p>February 6 and early May</p>	<p>Grade Team facilitators</p> <p>12th grade facilitator</p> <p>Grade team facilitators, Curriculum Coordinator</p>
<ul style="list-style-type: none"> All faculty will use shared unit planning and lesson planning resources that require teachers to identify UDL strategies for supporting diverse groups of learners. 	<p>All teachers</p>	<p>December - June</p>	<p>Administrators, grade team facilitators, department facilitators.</p>
<ul style="list-style-type: none"> Parents will be continuously engaged in conversations related to curriculum development through PA meetings. They will also have agency over curriculum refinement through participation in curriculum events, such as Portfolio Day. 	<p>Parents</p>	<p>December - May</p>	<p>Administrators, Parent Coordinator, Youth Development Department.</p>
<ul style="list-style-type: none"> Trust will be fostered through building of a community of adult learners who share their work with each other on a continuous basis. All school community members will be engaged in the process of reflecting on learning experiences. 	<p>All members of learning community</p>	<p>December - May</p>	<p>Administrators, Faculty Members, Parents, Students</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Grade 12 team teachers will participate in this goal. Grade 12 ELA, History, and Advisory teachers will implement research project lessons in their classrooms. Teachers will participate in a variety of PD activities, and will implement the strategies in the classroom. Supervisory staff will work in collaboration with staff to plan and implement professional development. Supervisory staff will also conduct observations and mini-observations to monitor and support implementation of strategies in the classroom. Counselors and support staff will engage in student support activities and community outreach.</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By the end of December 2014, all students will be currently engaged in the process of writing a research paper.
All faculty members will have engaged in two cycles of curriculum tuning protocols before the end of March.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our needs assessment indicates that our school has strengths with regards to school safety, instructional core, school environment and providing feedback to parents and students. Our school also has a strong advisory program focused around supporting students, and student credit accumulation is high as a result. QR findings indicate that we are providing an interesting and challenging learning environment and school survey results indicate that we are providing an education that parents find satisfying.

Our needs assessment indicates that we have some areas of improvement. In particular, while areas of instructional core are meeting city averages, the rest of our scores exceed averages significantly. In addition, on certain areas of the survey, including discipline and excitement about learning, our scores do not exceed city average.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Our overall score on the “Instructional Core” section of the NYC Survey will exceed the city average by 3-4%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> ● Department and grade team collaboration to ensure multiple entry points for students in daily lessons. They will do this by examining PBL Unit Plans and lesson plans during department meeting using a critical friends protocol geared around multiple entry points. ● Conduct intervisitations to look for strategies for engaging 	All teachers	Once per month throughout year	Department and Grade Team Facilitators

<p>students and creating a sense of excitement and enthusiasm about learning.</p> <ul style="list-style-type: none"> Professional development for implementing rigorous inquiry and project based learning curriculum. Grade teams will use subgroup reflection protocols to examine the effectiveness of curriculum in relation to student engagement. 	Key student subgroups All teachers	Twice per semester	Supervised by Grade Teams
	Key subgroups: ELL, SWD's, Bottom 3rd	Twice per semester	Grade Team Facilitators
<ul style="list-style-type: none"> Students with high needs will benefit from department and grade team collaboration using the critical friends protocol. 	All teachers	Once per month	Department and Grade Team Facilitators
<ul style="list-style-type: none"> Parents will be invited to one evening of parent teacher conferences per marking period to provide increased access for parents to teachers so that parents can better understand curriculum materials. 	All parents	Once every 6 weeks	Administration and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers need to allocate time during key team meetings to ensure that these practices can occur. In addition, resources need to be available both internally and externally to provide PBL workshops to teachers. Teachers need coverages or relief time to be able to perform intervisitations.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. <p>By January 2015, all grade teams will have engaged in at least one Subgroup Reflection, one PBL workshop, and one round of intervisitation.</p> <p>Part 6b. Complete in February 2015.</p>
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3. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Collaboration is a definitive strength of HALA. Grade teams meet twice per week and Department teams meet twice per month. Teachers regularly collaborate around our shared curriculum framework to produce lesson plans that are aligned. In the past, teams have produced a minimum of one shared teaching strategy developed through Collaborative Inquiry each year.

DYO assessment data indicates that our collaborative inquiry processes have increased assessment scores in specific areas, specifically the targeted reading, writing, and use of evidence areas. Our regents scores have also been highest in areas that have been targeted by our collaborative inquiry processes (specifically, Math and writing-based tasks).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Grade teams will complete two CIP cycles per year, each resulting in measurable student growth.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> ● Teams will engage in PD early on in the year to understand the Collaborative inquiry process and improve capacity to work as a team around using data to improve instruction. 	All teachers	September	Curriculum Coordinator, Grade Facilitators
<ul style="list-style-type: none"> ● Team facilitators will meet every other week to discuss progress and assist each other in facilitating inquiry meetings. 	Grade Facilitators	Every other week	Curriculum Coordinator, AP,

<ul style="list-style-type: none"> DYO assessments will be used at least 3 times a year to assess progress in improving targeted skills. On staff Data Specialist will create reports based on the DYO assessments to allow teachers to analyze and utilize assessment data in instruction and inquiry. 	All teachers	September , January, May	Principal Curriculum Coordinator
	Data Specialist	October, February, June	Administration
<ul style="list-style-type: none"> CIP cycles and teacher collaborations consistently include study of disaggregated data to identify the unique needs of high needs students. 	All teachers	September - June	All faculty, curriculum coordinator, admin team
<ul style="list-style-type: none"> Parents will be informed of data on student progress that emerges from CIP cycles. 	Parent Coordinator, Admin Team	October, February, June	Admin Team, Parent Coordinator
<ul style="list-style-type: none"> Teacher teams will engage in team building exercises at the beginning of the year, and during a staff PD retreat in February. 	All faculty	September , February	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Grade teams will have to set aside significant time for both the PD and collaborative inquiry necessary to complete this process. Teachers will need access to professional development and support from administrators to help develop their capacity in areas of student need. Data analysis will be necessary to break DYO task data down by subgroups to help spot trends and areas of need

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

First Collaborative Inquiry Process will result in actionable teaching practice and measurable student gains by end of Semester 1.

Part 6b. Complete in **February 2015**.

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Improving the Principal’s MOLP score will reflect improved teacher effectiveness across the school and increased student outcomes.

HALA has observed a number of beneficial outcomes as a result of the work it has done to ensure the highest level leadership

- HALA achieved an 83% graduation rate.
- Writing curriculum components have developed to the extent that all grade 12 students will complete 3 college-level research projects before the end of the year.
- HALA has improved performance across all writing sections of Regents exams, resulting in increased performance on all Regents exams.
- Students outperform the city and peer groups on the math Regents.
- 4 students graduated with the Regents Diploma with Distinction in the Arts, after completing a 10 credit sequence in the arts and passing the visual arts Regents exam.
- College-expectations are embedded throughout the culture.

Areas of need align to targeting certain specific subject area Regents exams where scores do not outpace peer group averages. In addition, we hope to build upon the culture of collaboration and support, which has been so central to our successes thus far.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Improve Principal’s MOLP score by 2 points or more.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> Principal and AP professional development through NYCDOE programs such as Network and Superintendent meetings. Increased targeted coaching for teachers, including one-on-one lesson planning support. Increased opportunities for professional development for teachers, including one-on-one coaching, in-school workshops, summer retreats, NYCDOE workshops, and intervisitations. A targeted professional development program for teachers whose classes terminate with a Regents exam. Increased feedback on teacher observations. 	<p>Principal and AP</p> <p>All teachers</p> <p>All faculty</p> <p>Regents Teachers</p> <p>Principal and AP</p>	<p>Multiple times per month</p> <p>Minimum two meetings per month with each teacher</p> <p>Ongoing September - June</p> <p>Starting December, meeting monthly through June</p> <p>Feedback within a week of all observations</p>	<p>Principal and AP</p> <p>Curriculum Coordinator, AP, Principal</p> <p>Admin team, curriculum coordinator, principal's cabinet</p> <p>Curriculum Coordinator</p> <p>Principal and AP</p>
<ul style="list-style-type: none"> Close monitoring of performance of high needs subgroups will occur on a weekly basis in principal's cabinet meetings. 	<p>Admin team and principal's cabinet</p>	<p>Weekly September - June</p>	<p>Admin team, principal's cabinet</p>
<ul style="list-style-type: none"> All faculty members will engage in analysis of data and discussions of next steps and best practices, both in grade teams and department meetings. 	<p>All faculty.</p>	<p>Weekly September - June</p>	<p>Admin team, principal's cabinet, all faculty</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time and funding to allow for after-school professional development for teachers, including workshops and retreats, as well as the creation of a targeted set of workshops for Regents teachers

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8. Specify a timeframe for mid-point progress monitoring activities.

All teachers will have received targeted feedback from administrators two times by the end of January 2015

Part 6b. Complete in **February 2015.**

7.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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8. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our needs assessment indicated a high level of overall satisfaction from parents, reported at SLT and PA meetings as well as through our parent survey. Parents indicated that they would recommend HALA to others, that they receive regular feedback from the school, and that they feel informed about their child’s education

Our assessment indicated that in some areas of the survey, particularly with regards to instructional core and discipline, parent scores were not as high as in other areas. In addition, participation by parents on the survey was lower than city average.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our parents will report overall scores meeting or exceeding 90 percent satisfaction in all three categories of the NYC survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> ● Create a system for communicating with parents to describe key curriculum pieces and their connection to high standards. 	All parents	System in place by mid-year parent Conferenc	Subject area teachers, Parent Coordinator

<ul style="list-style-type: none"> • Increase parent participation in events by involving advisory teachers in the recruitment process. • Increase parent participation in Parent Association meetings by offering targeted workshops. 	Advisory teachers and parents	February	Advisory teachers, Grade Team Facilitators
	All parents, specifically Senior parents	Two weeks prior to key events (Multicultural Day, Portfolio)	College Workshops held in December, February, and late spring
<ul style="list-style-type: none"> • Parent Coordinator and Youth Development department will host specialized workshops targeting families of students in high needs subgroups. 	Parent Coordinator, Admin team, Youth Development Team	Once per marking period September - June	Admin team
<ul style="list-style-type: none"> • Increase modes of communication by using new technologies, such as Twitter, Remind 101, and email contacts. 	Parent coordinator	Weekly September - June	Admin team, principal's cabinet
<ul style="list-style-type: none"> • Trust will be developed through open communication in workshops, which will be attended by parents, students, and faculty members. 	Parent coordinator, Youth Development Team	Once per marking period September - June	Admin team, parent coordinator, principal's cabinet

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Coordinator will need access to Skedula online communication systems as well as our phone blast system to contact parents. Advisory teachers will need targeted time in their days to allow for parent communication consistently. Funding must be available to bring in outside speakers and to allow staff to work evenings to provide parent workshops.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

By December 2014, three parent teacher conferences and one parent workshop will be successfully implemented.

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	All students who received less than an 80% on the English Regents	Differentiated instruction to support the multiple learners during the school day ESL Academic Intervention four times a week. Co-teaching model with ESL teacher. ICT model with Special Education.	After-school tutoring one day per week. Regents Prep Program Small group tutoring for ELL students four days a week.	Increase classroom period to 49 minutes of instruction during the school day. After-school tutoring once a week for each grade level. Saturday Regents Prep
Mathematics	All students who received less than an 80% on the Integrated Algebra Regents	Differentiated instruction to support the multiple learners during the school day.	After-school tutoring one day per week. Regents Prep Program	Increase classroom period to 49 minutes of instruction during the school day. After-school tutoring once a week for each grade level.

		Co-teaching model with ESL teacher. ICT model with Special Education.		Saturday Regents Prep
Science	All students who received less than an 80% on the Living Environment Regents	Differentiated instruction to support the multiple learners during the school day. ICT Model with Special Education Teacher .	After-school tutoring one day per week. Regents Prep Program	Increase classroom period to 49 minutes of instruction during the school day. After-school tutoring once a week for each grade level. Saturday Regents Prep
Social Studies	All students who received less than an 80% on the History Regents	Differentiated instruction to support the multiple learners during the school day. ICT Classes in Social Studies.	After-school tutoring one day per week. Regents Prep Program	Increase classroom period to 49 minutes of instruction during the school day. After-school tutoring once a week for each grade level. Saturday Regents Prep
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>		Distributed counseling model	Counselors train advisors to form relationships with students during advisory classes in order to ensure all student.	All at-risk students will meet with a counselor once per week during the day and/or after school.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

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

2b. 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).

- Principal and assistant principal will attend monthly professional development provided by the network.
- Teachers will participate in weekly hour-long grade level team workshops to fine tune curriculum according to the CCSS.
- Through a partnership with the Institute for Student Achievement, intensive instructional coaching will be provided to teachers on an individual needs-based basis.
- Through grant funding, all HALA faculty will participate in 2-3 curriculum and teaching overnight retreats for intensive PD support.
- All new teachers will receive weekly mentoring provided by in-house faculty.
- All teachers will submit unit plans for review periodically to ensure alignment with the CCSS.
- Teachers will participate in the observation process for a minimum of 4-6 classroom visits per year, with feedback provided in alignment with the Danielson rubric for teaching.
- All faculty will participate in any related off-site professional development workshops.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

- Teachers meet in department meetings twice per month, where DYO Common Core Aligned assessments are developed.
- Assessments are aligned to collaboratively created rubrics and given at a minimum of three times per year per class.
- Teachers are given chances to examine data and improve their use of data through PD provided via Grade Team and Department meetings.
- Teachers use a variety of additional assessments, indicated in our Unit Plan template and collaboratively developed lesson structure, including checks for understanding, exit tickets.
- Teachers look at student work and data from these assessments in both Grade Team and Department meetings to plan modifications to instruction.
- Curriculum coordinator meets with individual teachers to ensure the implementation of these instructional improvements.
- Teams engage in Collaborative Inquiry Process to develop shared instructional practices that address needs identified by the team using student data.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different

sources when accounting for their use.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **Hillside Arts and Letters Academy**, 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 the school and the families. The 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 the school community. **Hillside Arts and Letters Academy** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Hillside Arts and Letters Academy, 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 325
School Name Hillside Arts and Letters Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Matthew Ritter	Assistant Principal Raquel Nolasco
Coach type here	Coach type here
ESL Teacher Matthew Gologor/Renee Conwell	Guidance Counselor Marilyn Rodriguez-Ortiz
Teacher/Subject Area Brito/Math	Parent
Teacher/Subject Area Fredrica McDuffus/ELA	Parent Coordinator Annis Dry
Related Service Provider Thomas Mehldau	Other type here
Network Leader(Only if working with the LAP team) Malika Bibbs	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
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	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	419	Total number of ELLs	47	ELLs as share of total student population (%)	11.46%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	9
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	27		1	15		7	5			47

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	27	0	1	15	0	7	5	0	0	47
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	
	ELL	EP	ELL	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	
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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

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										6	8	5	1	20
Chinese														0
Russian														0
Bengali										1	1	11	3	16
Urdu										1				1
Arabic												2	1	3
Haitian												2		2
French														0
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other										2	1	1		4
TOTAL	0	11	10	21	5	47								

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)										1	1	7	1	10
Intermediate(I)										4	8	4	3	19
Advanced (A)										3	4	9	2	18
Total	0	8	13	20	6	47								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra	31		19	
Geometry	2		2	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	2		2	
Living Environment	24		11	
Physics				
Global History and Geography	20		8	
US History and Government	8		1	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science	0			

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Most of our ELLs come to our school with at least some background in English, either at their junior high school or even in their home countries. Prior to our ELLs being placed in a class, we first examine their NYSESLAT data from the previous spring. If the student scored in the beginner range, he/she is automatically placed into a double-period ESL class. If a student scores in the intermediate

range, further testing in speaking, reading, writing, and listening is administered to determine whether or not the student will be successful in an ELA class (with an additional one-period support class). If the student is then considered a low-intermediate student, the student is placed into a double-period class of ESL. If a student has recently entered the country and has never taken the NYSESLAT, the LAB-R exam is administered to determine (1) if the student requires ESL, and (2) whether the student belongs in a double-period class or a single period class with an ELA class.

This data will inform our instructional plan because it will identify the areas in which students struggle and in which they excel. For example, if a student scores high in reading and writing, but low on speaking/listening, the instructional plan for that student will be adjusted accordingly. Similarly, if a student scores high in speaking/listening, but not so high in reading and writing, the instructional plan for that student will be geared more towards reading and writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R and NYSESLAT revealed that typically, our students struggle in reading and writing across proficiency levels, and score higher in speaking and listening.
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 [AMAQ tool](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities. We analyze patterns we notice across NYSESLAT modalities in reading/writing and Listening/speaking through a Collaborative Inquiry Process. We first look at the student data from the assessment. Second, we identify a specific skill students need to learn/improve. Next, teachers participate in professional development that focuses on best practices to teach specific skills ELL students struggle with. Then, the teachers create an action plan to teach the skill. Once the action plan is created, the teachers then create a protocol that all teachers will use. Finally, students are provided with a post assessment. The data reveals that through the use of a writing protocol, reading protocol and accountable talk protocol, students improve in their post assessment.
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?

a. We have found that the more proficient a student is in English, the higher his/her scores are in tests taken in English. Other than some students who take Regents exams in Spanish, students only take exams in English.

 - a. ELL students are scoring lower then native speaking students the first time they take the exam.
 - b. As a school we discuss the data and create goals. We also provide teachers with school wide PD.
 - c. Student are struggling in writing.
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?
In content-area classes, each teacher is provided with data regarding each student's level in English according to the NYSESLAT. Data is also provided to each content-area teacher regarding students' scores on ELA testing in their junior high schools, if applicable. Furthermore, professional development is provided on an ongoing basis to these teachers by the ESL teachers at the school about how best to serve the needs of ELLs within their classes. Assignments, assessments, and other classwork are modified according to needs of our ELLs. All content area teachers teach with the knowledge that word banks, graphic organizers, and other tools vital to language development must be given to ELLs in order to ensure widespread and consistent success among all classes. In addition, we have co-teachers within content area classes who assist and work with our ELLs to make sure they understand and can succeed in these classes.
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.).
At weekly grade team meetings, we evaluate data regarding ELLs, and we go through a CIP process whereby we look at the data, evaluate it based on previous results and comparison to non-ELLs, and depending on how successful we determine our ELLs to be, we come up with a plan for the future to ensure maximum success. As part of SLT and Principal's cabinet meetings, we look at school-wide goals for the bottom 3rd of each grade level, and since many of the students in the bottom 3rd are ELLs, data is carefully examined

there to see where modifications need to be made, if any, to instruction in each subject area.

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](#).)
Our ESL program will service approximately 48 students during the 2013-2014 school year as per the LAB-R and NYSESLAT. Hillside Arts and Letters Academy follows these procedures for identifying potential ELLs:
 - a) Prior to students entering our school, they must first go to the High School Enrollment Office, located nearby at Thomas Edison High School. At Thomas Edison, parents of these students are given the Home Language Identification Survey (HLIS). If it is determined the student's first language is not English, that student is identified as an ELL and put into the ATS system as such.
 - b) When the student/parent arrives at Hillside Arts, an informal interview in English is administered both by our guidance staff, which includes Marilyn Rodriguez-Ortiz and Michael Lewis. This interview includes questions about the student's transcript in his/her native country for the purpose of placing this student in the correct grade level/ESL level. If a student enters our school with little to no background in English, we have staff on hand to help translate: Monsur Khan, our Earth Science teacher, translates for the new Bengali students; Hadir Elbadaly, one of our American History teachers, translates for the students who speak Arabic; and Marilyn Rodriguez-Ortiz translates for Spanish speakers.
 - c) An additional assessment is administered by our ESL teachers, Matthew Gologor and Renee Conwell, which measures their skills in English.
 - d) Within the first 10 (ten) days of the student being enrolled at our school, the formal LAB-R is administered. This exam determines their level in English in speaking, reading, writing, and speaking, and adjustments to the students' schedule may be made.
 - e) If a student is Spanish-speaking, the LAB-R Spanish version is administered as well.
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.
Within the first 10 days of a student entering our school, if the student is identified as an English Language Learner, the parent and/or guardian is asked to attend an orientation session and watch an orientation video whereby they are given information about the three program choices available to all parents throughout New York City. Parents will use this information to understand and make an informed decision about which program suits their child best. At these sessions we also provide written and visual material in both English and the student's native language for parents/guardians to explore and take home. Mr. Gologor and Ms. Conwell lead these sessions, and translators (mentioned above) may be called upon to help explain each program to the parents/guardians and answer any questions they may have. Parents must then fill out a form within one week indicating their first, second, and third choices. As of now, we offer just a Freestanding ESL program, but if they choose Transitional Bilingual or Dual Language as a top choice, we may have to create such a class if enough parents/guardians prefer that program for their child. Letters will be sent to parents if we intend to offer a new program if they choose BTE/DL program as their first choice. Traditionally, however, program selection forms have overwhelmingly indicated that parents prefer to have their child enrolled in a Freestanding ESL Program, and therefore, HALA has solely provided a Freestanding ESL program. Actually, our data has literally shown that 100% of our parents chose a Freestanding ESL Program as their first choice for their child.
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 [\[see tool kit\]](#).)
ATS reports are used to determine NYSESLAT eligibility. If a student is entitled to ESL services, an entitlement letter is given to the parents by Marilyn Rodriguez-Ortiz, our guidance counselor, and entitlement letter records are maintained in a folder in our main office. Parent Survey and Program Selection forms are distributed by Ms. Ortiz, Mr. Gologor, and Ms. Conwell, and they are subsequently collected and maintained in the main office as well. If a child is a continuing ESL student, continued entitlement letters

are distributed via mail to the student's home address. They are to be returned in a timely fashion to the main office, and if they are not returned, a phone call will go out to the student's home. Letters are similarly maintained in the main office.

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. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents of newcomers to the NYC school system participate in an orientation session that describes the three available programs in New York City for ELLs: Transitional Bilingual, Dual Language, and Freestanding ESL. This orientation session consists of a discussion and information session among the ESL teachers, Matthew Gologor and Renee Conwell; a parent information video where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages. Parents brochures are disseminated in their native language to enrich the understanding of each available program. HALA solely offers Freestanding ESL, but if enough parents request TB or DL, a class would then have to be created to serve those students. Their placement letters are distributed via mail to the student's home address. They are to be returned in a timely fashion to the main office, and if they are not returned, a phone call will go out to the student's home. Letters are similarly maintained in the main office. Assuming the student will be placed in a Freestanding ESL class again, an entitlement letter will also be mailed to the student's home address and be maintained in the main office. If necessary, translation will be available through Mr. Khan (Bengali), Ms. Rodriguez-Ortiz/Ms. Nolasco (Spanish), Ms. Elbadaly (Arabic). Within 20 days of the student enrolled in our school, the ELPC screen in ATS is updated according to their program preference.

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. The New York State English as a Second Language Test (NYSESLAT) will be administered every spring. For the speaking section, either Mr. Gologor and Ms. Conwell administer the exam individually in a separate location. For the Listening, Reading, and Writing sections, all ELLs are divided into 2 classrooms with Ms. Conwell and Mr. Gologor each proctoring one room. Each section is administered on a different day for three consecutive days. Make up days are scheduled for the students who are absent for any or all of the sections.

where students are again evaluated to properly categorize them into levels and effectively program them with a cohort that will better serve their individual needs.

This test also serves as a measuring bar to gauge their growth over a period of time. Extra supportive programs are developed according to the evaluation of these and other test results. Members of the Team will review ATS reports, RLER, RLAT, RLAB, RNMR and REXH if necessary. Continual review of these and other reports also help us program students for correct classes.

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 for the past few years, the trend in program choices is 100% of the parents surveyed prefer for their students to be in a Freestanding ESL class. Because of this trend, we have our Freestanding ESL program. If parent requests begin to change, we are willing to review other program options.

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])?

Instruction is delivered through push-in model and self-contained model. Students are placed in a double block period based on their proficiency. For our free standing ESL double period class, students are placed homogenously; beginner and intermediate. For our push-in model, students are placed heterogenously for the particular content.

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)?

Students receive English as a Second Language instruction based on the student's proficiency level as mandated by CR Part 154. Students receive instructions in the four language modalities of listening, speaking, reading and wrting. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstrated in the NYSESLAT and meeting the standards for the New York State Regents exams. We provide 3 periods of services for our beginners (100 minutes Freestanding ESL, 50 minutes push-in), provide two periods services for our intermediate students (100 minutes ESL) and one period of services for our advanced students (50 minutes ESL/50 minutes ELA)

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.

All students receive instruction in each content area with push-in or self-contained classes in English. All lessons are CCLS aligned and are differentiated by content, process and product, and have components of UDL in order to ensure different entry points and scaffolding for ELL students. Within each content area class, students are provided with bilingual glossaries in order to provide for native language support. In 11th grade English class, Geometry Class, and Chemistry class, an ESL teacher co-teaches with the content area teacher to support the needs of the ELLs in that classroom. In grade teams, ESL teachers provide strategies and supports for all the staff.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

State exams are ordered in specific languages and teachers and outside agents translate for students.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students receive instruction in the four languages modalities of listening, speaking, reading and writing. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstated in the NYSESLAT and meeting the standards for the New York State Regents examinations.

Students are appropriately evaluated in all four modalities of English acquisition throughout the year through Project Based Learning and our competency grading rubric. For most assignments and projects, we grade based off competencies for all six marking periods. We have Reading, Writing, Listening and Speaking as separate competencies for our ELLs. We also use student portfolios to watch their growth in all four modalities of English throughout the year, as well as the scores on the NYSESLAT.

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).

We differentiate our instruction for the ELLs through proficiency levels. We take the number of years the students have been serviced into account, but we also place students based off their level.

a. Currently we do not have any SIFE.

b. Student who are newcomers receive a double period of ESL instruction. In addition to receiving a double period, they also receive at least one more period of push-in service.

c. ELLs receiving 4 to 6 years of service receive support through push-in services. These students are supported through additional support by the ESL Teacher Ms. Conwell afterschool and depending on their level, a support class during the day.

d. ELLs who are long term also receive support through push-in services and a support class depending on their level. They also receive additional support from the ESL teacher after school.

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?

Each grade team uses a Collaborative Inquiry Process. In this process teachers use data to identify a skill that ELL-SWDs are struggling with. Strategies that have developed from grade teams include scaffolding protocols for reading, writing and speaking.

In addition, teachers differentiate by content, process and product and utilize the principles of UDL to scaffold and create different entry points for students.

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?

The school uses ICT and extra support before and afterschool to enable flexibility to achieve the diverse needs of ELL-SWDs and to achieve their IEP goals and so that students attain English proficiency within the least restrictive environment. We also program ELL-SWD for additional support classes.

Courses Taught in Languages Other than English ⓘ

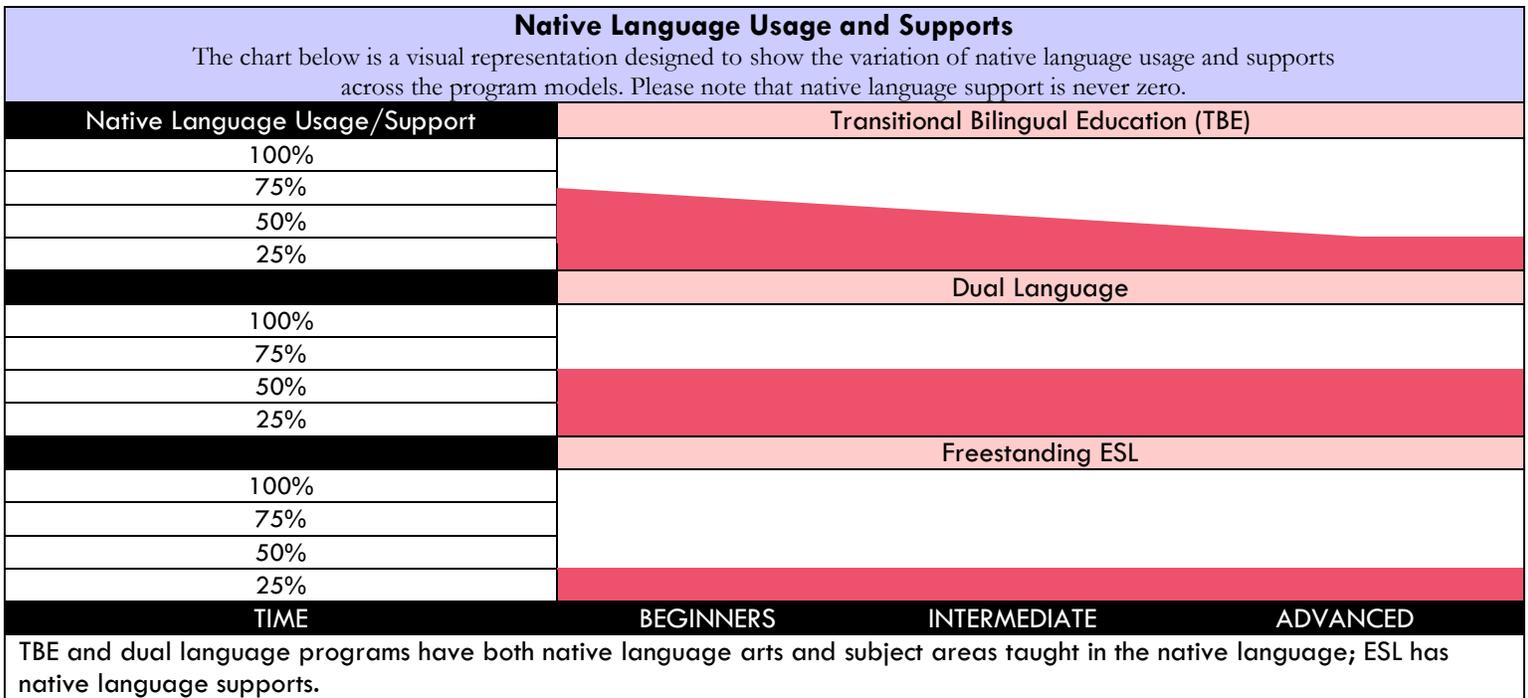
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			
Social Studies:			
Math:			
Science:			

	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



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.
- Our targeted intervention programs for ELLs in math is to have Integrated Co Teaching classes for Geometry with Mr. Gologor and Algebra with a Math/Special Education teacher, Ms. Karissa Schaedler. We are also offering several algebra review courses for students who may need the extra support in order to pass. In Chemistry, we also have Integrated Co Teaching with Mr. Gologor. Living Environment and Earth Science are also ICT classes which the students benefit from.
- Many ELL students are in PM school and Regents Prep classes. These intervention programs allow the ELLs to receive credits they need, along with the extra support they need.
- For certain advanced ELL students, we have created additional support classes. Those students who are in a general ELA class, have an extra class with Ms. Conwell, specifically supporting their ELA class.
- Throughout the school, you will see these intervention services:
- UDL
 - Differentiation of Instruction
 - After School Targeted help for ELL students
 - Scaffolding
 - Additional English Support Classes
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Student transition from double period of self contained ESL to a Push-in period of English and pull-out period to support the English class this model increased our English Regents. It has also increased outcomes in all content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- Additional after school differentiated and UDL programs for ELL students. Also additional support classes.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students have equal access to all after school activities and clubs, such as student council, NHS, COSA, Be Spoke (Literary Magazine), Drama Club, Guitar Club, Yearbook Committee and Debate Club. In addition, all students are part of our Advisory program which also incorporates the arts. ELLs also take one year of Art or Music as part of their curriculum. ELL students are provided with after school supplement services by the ESL teacher and fellow advanced ELLs in a peer tutoring program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials that are used to support ELLs include, but are not limited to laptops (available as 1:1 if teacher needs), computers (one in every classroom) , bilingual glossaries, recorders, audio books, science lab, and smart boards. Many of these materials are available for the students to use for support daily.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We allow ELL students to use glossaries, recorders, computers and translators.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Beginners are typically in 9th and 10th grade and 14-15 years old. Intermediate are typically 10th - 11th grade and advanced are typically 11th-12th grade. Therefore we are able to place the ESL teachers accordingly as support teachers in specific classes, such as geometry and 11th grade ELA.
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.
- If the student is identified as an English Language Learner the parent is asked to attend an orientation session where they are informed of our program for ELLs and given choices of available programs at other sites. Parents will be shown a video and given literature so they can understand the differences of a Transitional Bilingual, Dual Language, and a Freestanding ESL Program. At these sessions we provide written and visual material for parents to explore and take home in their native language. Families of students identified as ELL are invited to an orientation session where Mr. Gologor and Ms. Conwell, ESL Teachers, and others, if interpreters are necessary; Ms. Nolasco, AP, Marilyn Rodriguez-Ortiz, Guidance Counselor for our Spanish speaking families, Mr. Khan, for our Bengali speaking families, and Ms. Elbadaly for our Arabic speaking families. During this session families will be informed of the 3 programs available in NYC schools. These are Dual Language, Transitional Bilingual and Freestanding ESL. Letters will be sent to parents if we intend to offer a new program if they choose BTE/DL program. Parent Survey and Program

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

18. What language electives are offered to ELLs?

Spanish

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)?

NA

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.

Professional development is ongoing at HALA. We recognize that building teacher capacity to serve ELL students will translate into better students' achievement. Our professional development program will focus on providing specific strategies that will increase outcomes of ELL students for all staff, including assistant principals, guidance counselors, special education teachers and paraprofessionals. Some of the topics include but are not limited to the following:

Scaffolding Across The Curriculum: Strategies and Implementation (multi-session study groups)

UDL

Differentiated Instruction

Preparing ELLs to meet and gain a clear understanding of CCLS

Push-in and ICT strategies Implementation (Multi-session study group)

Teaching Science, math and history to ELL students

Interactive learning and the ELL student

Writing strategies for ELLs to meet CCLS

Weekly Grade Team meetings

Kid Talk

Our Collaborative Inquiry Process allows teachers in all grade teams to choose a CCLS and find where students need extra support. We then learn about the standard and create a strategy to support those needs in all classroom areas.

To help staff assist ELL students transition from middle school to high school the the following will be implemented:

All teachers will participate on grade-level inquiry teams.

Individual teachers will plan units and lesson with help of coach

As part of distributive counseling, all teachers will teach advisory which will focus on helping students transition into high school

During weekly grade team, teachers participate in Professional development in areas that will increase the gains of ELL and SWD in the classroom. They create curriculums for their advisory to help assist the transitions for the students transitioning. In addition, teachers will attend retreats throughout the year that will focus on working with ELL and SWD students. Coaches are also provided to provide one-on-one assistance to all teachers.

The minimum 7.5 hours of ELL training is completed throughout the year at the above mentioned Professional Development workshops. During our retreats and PD days, we allow many workshops on the needs of the ELL student and strategies for teaching them.

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?

We offer several parent workshops are that are translated in Bengali, Arabic, Spanish and Creole, such as FAFSA, and college fairs. We also have 5 Parent/Teacher conferences throughout the year which many parents attend. We also have a multi-cultural event that celebrates the diverse cultures at HALA.

Our school does not partner with other agencies.

We evaluate the needs of the parents through surveys, such as the learning environment survey and discussion with the parent coordinator. Our parent coordinator relays messages from parents to administration and staff through conversations and email.

During the workshops we provide parents with college scholarship information specifically for their ELL students. Financial aid information workshops are also provided for parents of ELL students. Translations are always available for these workshops through our teachers.

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.

Part VI: LAP Assurances

School Name: <u>Hillside Arts & Letters Academy</u>			School DBN: <u>Q325</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matthew C. Ritter	Principal		11/15/13
Raquel Nolasco	Assistant Principal		11/15/13
Annis Dry	Parent Coordinator		11/15/13
Renee Cowell & M. Gologor	ESL Teacher		11/15/13
	Parent		11/15/13
Matthew Yellin	Teacher/Subject Area		11/15/13
Gabrielle Almodoval	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
Marilyn Rodriguez-Ortiz	Guidance Counselor		11/15/13
Malika Bibbs	Network Leader		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

Language Number of Parents

Spanish 20
Bengali 14
Arabic 3
Haitian-Creole -3
Punjabi 1
Hindi 1
Greek 1
Pashto 1
Urdu 1

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

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

Part B: Strategies and Activities

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

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

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

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

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

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