

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q325

School Name:

HILLSIDE ARTS & LETTERS ACADEMY

Principal:

RAQUEL NOLASCO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Hillside Arts and Letters Academy School Number (DBN): 28Q325
Grades Served: 9-12
School Address: 167-01 Gothic Drive, Jamaica NY, 11432
Phone Number: 718-658-1249 Fax: 718-658-1613
School Contact Person: Annis Dry Email Address: Adry2@schools.nyc.gov
Principal: Raquel Nolasco
UFT Chapter Leader: Thomas Mehldau
Parents' Association President: Renee Dailey
SLT Chairperson: Gabrielle Almodoval
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Angela Chappell
Student Representative(s): Hakeem Anglin
Jabari Curtis and Abigail Lopez

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

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Raquel Nolasco	*Principal or Designee	
Thomas Mehldau	*UFT Chapter Leader or Designee	
Renee Dailey	*PA/PTA President or Designated Co-President	
Annis Dry	DC 37 Representative (staff), if applicable	
Angela Chappell	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Hakeem Anglin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jabari Curtis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Abigail Lopez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dailey herra	Parent	
Onica phillip-Cave	Parent	
Sophia Scott	Parent	
Corrine Campbell	Parent/	
Gabrielle Almodoval	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Renee Conwell	Member/	
Marilyn Rodriguez-Ortiz	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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

As indicated in our 2014-2015 Quality Review, our school is Well Developed in the area of School Culture. Our support programs for students, including our advisory program and our extended school day and year programs have allowed us to create this successful culture at HALA.

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 succeed when they enter college. Students also have increased opportunities to participate in visual arts 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 their class work along with reflections on their 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.

In addition, we will work to improve the area of Assessment, which our 2014-2015 Quality Review indicated was an area that was an area for focus. We have revamped our periodic assessment system to ensure more useful data for teachers and to build assessments that are closely aligned to Common Core Standards in every academic class.

28Q325 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	466	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	7	# Drama	6
# Foreign Language	6	# Dance	3	# CTE	N/A
School Composition (2013-14)					
% Title I Population	67.6%	% Attendance Rate			86.9%
% Free Lunch	70.7%	% Reduced Lunch			3.3%
% Limited English Proficient	11.4%	% Students with Disabilities			10.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.6%	% Black or African American			41.0%
% Hispanic or Latino	22.1%	% Asian or Native Hawaiian/Pacific Islander			27.4%
% White	4.3%	% Multi-Racial			0.5%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			23.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			3.86
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	71.2%	Mathematics Performance at levels 3 & 4			61.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	92.6%	% of 2nd year students who earned 10+ credits			84.3%
% of 3rd year students who earned 10+ credits	78.6%	4 Year Graduation Rate			82.6%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 DYO 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

All grade 12 students will complete at least four college level research papers by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</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</p> <p>12th grade teachers</p> <p>All advisory teachers</p>	<p>Collaborative Inquire Process will be completed by January, a second cycle will occur February-May</p> <p>End of January</p> <p>February 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>
<p>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>	<p>Parents</p>	<p>December - May</p>	<p>Administrators, Parent Coordinator, Youth Development Department.</p>

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.	All members of learning community	December - May	Administrators, Faculty Members, Parents, Students
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
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.											
Teachers will be paid Per-session for professional development, curriculum planning and department meetings. The school will purchase JSTOR which provides students with academic articles. Laptops will be purchased.											
Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of December 2015, all students will be currently engaged in the process of writing a research paper. By February, every student will have completed two research papers.
All faculty members will have engaged in two cycles of curriculum tuning protocols before the end of March.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2015-2016 school year, teacher teams will complete two inquiry cycles to address an area of student need, by creating and implementing strategies that will each result in measurable student growth in the chosen areas by June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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?
<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. • Team facilitators will meet every other week to discuss progress and assist each other in facilitating inquiry meetings. • 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 Grade Facilitators All teachers Data Specialist	September Every other week September, January, May October, February, June	Curriculum Coordinator, Grade Facilitators Curriculum Coordinator, AP, Principal Curriculum Coordinator 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 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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

Per-session will be paid for the grading of periodic assessments. Teachers will attend professional developments. Teacher will work as data-specialist and will be paid per-session. Supervisors will be paid per-session.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

First Collaborative Inquiry Process will result in actionable teaching practice and measurable student gains, as demonstrated by student performance on CCLS Writing Standard 1 on Common Core-aligned Periodic Assessments by end of January.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our teachers scored well on observations last year, and all of our teachers landed in the Effective or Highly Effective rating categories on their overall score. Our teachers also scored largely in these areas on the MOSL scores.

Our assessment indicated that despite these good indicators of high quality teaching occurring at HALA, many teachers have a variety of Domains in which they can improve to Effective or Highly Effective.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Based on their first observation of the year, 100% of teachers will improve their MOTP score by increasing at least one level in two areas from their first observation in October or November 2015 to their last observation in May 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</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 inter-visitations. • 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>
<p>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>	<p>All faculty.</p>	<p>Weekly September - June</p>	<p>Admin team, Principal's cabinet, all faculty</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

All teachers will have received targeted feedback from administrators two times by the end of January 2016, based on Danielson rubric-aligned goals set by each teacher and on prior MOTP ratings.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our parents rated our school highly, reaching our last-year goal of having above 90% satisfaction on key areas of the parent survey and having a higher than 50% parent response rate.

However, our parent attendance at Parent Association meetings and school workshops has been inconsistent. Meetings have brought in only 5-10 parents each time, and workshops have ranged from 5 to 20 parents served. With 474 students this is only a small fraction of the possible parent involvement that we can achieve

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Attendance at both Parent Association Meetings and school-sponsored parent workshops will increase in the 2015-2016 year by 50%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Create a system for communicating with parents to describe key curriculum pieces and their connection to high standards. • Increase parent participation in events by involving advisory teachers in the recruitment process. 	<p>All parents</p> <p>Advisory teachers and parents</p> <p>All parents, specifically Senior parents</p>	<p>System in place by mid-year parent Conferences in February</p> <p>Two weeks prior to key events (Multicultural Day, Portfolio, College Application Night)</p> <p>College Workshops held in</p> <p>October December, February, and late spring</p>	<p>Subject area teachers, Parent Coordinator</p> <p>Advisory teachers, Grade Team Facilitators</p> <p>Guidance and Youth Development Staff</p>

Increase parent participation in Parent Association meetings by offering targeted workshops			
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
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
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
Increase parent attendance at meetings and workshops by holding targeted workshops on high-interest issues such as the college application process and financial aid.	All parents, specifically senior parents	Five times per year at each parent conference event	Youth Development Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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.											
Per-session will be paid for teachers to work evenings. Guest speaker conducted workshops. The school will purchase skedula. Teachers will be paid the training rate to learn how to utilize Skedula.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>By December 2015, three parent teacher conferences and two parent workshop will be successfully implemented.</u>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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 in each subject area. After-school 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. Co-teaching model with ESL teacher. ICT model with Special Education.	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. After-School 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.

				After-School Saturday Regents Prep
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	During Grade Team meetings, teachers follow a Kid Talk Protocol. At the completion of the protocol, the team refers students to the counselor.	Distributed counseling model	Counselors train advisers 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:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p>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;</p> <p>2) Attend high school hiring fairs and hiring halls</p> <p>3) Utilize web based recruitment for job openings when applicable.</p> <p>4) Emphasize teacher collaboration and curriculum creation in a supportive environment, with instructional coaching.</p> <p>5) Opportunity for elective class creation.</p> <p>6) Staff participation in school based decision making process</p> <p>7) Daily common planning time for departments</p> <p>8) Professional Development opportunities</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • 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.³
- 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	203,072.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,970,962.00		

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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, School Quality 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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: <u>HillsideArts & Letters Academy</u>	DBN: <u>28Q325</u>
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: <u>49</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Academic Intervention 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 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

Part C: Professional Development

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.
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. 	_____	_____

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Raquel Nolasco	Assistant Principal Gabrielle Almodoval
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Renee Conwell, Niki Psomopoulos	School Counselor Marilyn Rodriguez-Ortiz
Teacher/Subject Area Brito/Math	Parent type here
Teacher/Subject Area Fredrica McDuffus/ELA	Parent Coordinator Annis Dry
Related-Service Provider Thomas Mehldau	Borough Field Support Center Staff Member type here
Superintendent Juan Mendez	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions

D. Student Demographics

Total number of students in school (excluding pre-K)		Total number of ELLs	55	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	55	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	7
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	41	6	0	9	1	4	5		3		0
Total	0	0	0	0	0	0	0	0	0	0	0

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										7	3	5	6	0
Chinese														0
Russian														0
Bengali										7	7	5	3	0
Urdu										2				0
Arabic											2		1	0
Haitian										1	1		1	0
French											1			0
Korean														0
Punjabi											1	1		0
Polish														0
Albanian														0
Other Greek												1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										1				0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6		2	
Integrated Algebra/CC Algebra	19		7	
Geometry/CC Algebra	3		2	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	9		1	
Living Environment	21		10	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	19		3	
Geography				
US History and Government	8		2	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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/NYSITELL data from the previous spring. If the student scored in the entering range, he/she is automatically placed into a double-period ESL class. If a student scores in the emerging/transiting 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-emerging/transiting 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 NYSITELL, the NYSITELL 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL/NYSESLAT revealed that typically, our students struggle in reading and writing across proficiency levels, and score higher in speaking and listening
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Using ATS as an AMAO tool, we evaluate the students' progress through the NYSESLAT Exam History Report. We analyze patterns we notice across NYSITELL 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 performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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 than 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A:
6. How do you make sure that a student's new 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/NYSITELL. Data is also provided to each content-area teacher regarding students' scores on ELA testing in their junior high schools, if applicable. The teachers are also provided with the Targets of Measurement within grade teams while discussing the Collaborative Inquiry Process. 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. Cultural/Historical background of each child is discussed in grade teams using projects the students have completed to explain, or surveys the students' have completed. 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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. In our English Department, we create departmental goals. The ELLs are expected to meet those goals as well in their ENL/ELA class. At the end of the year, we use portfolios, DYOs, and NYSITELL scores from the years prior, and the ESL teachers analyze the data to see if the AYP is met.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Our ESL program will service approximately X students during the 2015-2016 school year as per the NYSITELL 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 Marily 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: Hadeer Elbadaly, one of our American History teachers, translates for the students who speak Arabic; Marilyn Rodriguez-Ortiz translates for Spanish speakers; Niki Psomopoulos translates for students who speak Spanish, French, and Greek.

c) An additional assessment is administered by our ESL teachers, Nikki Psomopolous 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 NYSITELL is administered. This exam determines their level in English in speaking, reading, writing, and speaking, and adjustments to the students' schedule may be made.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

After reporting to High School Enrollment and they bring their disposition letter to Hillside Arts and Letters Academy, during orientation with Ms. Rodriguez-Ortiz, the students will take a questionnaire. Also, the ESL teachers, Niki Psomopolous and Renee Conwell will examine student work and ask family members about their former education. Then, they evaluate the questionnaire, the work, and the discussions as a team and discuss their findings.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During orientation and the admission process at Hillside Arts and Letters Academy, the parents are informed of their options.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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. Mrs. Psomopolous 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

During orientation with the guidance counselors, they are informed of their options. They only have one option of a Freestanding ESL program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent coordinator, the ESL department, and the guidance office communicate with each other about what surveys have not been completed. They contact the home via phone call, mail and other measures to make sure the parents are informed and returning their surveys.
9. Describe how your school ensures that placement parent notification letters are distributed.
Our parent coordinator, Annis Dry keeps in contact with all parents and ensures that they get the notification letters either via mail or in person.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ESL department keeps records off letters and documents for each child in a locked cabinet.
11. 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 Mrs. Psomopolous 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 Mrs. Psomopolous 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.

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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our parent coordinator, Annis Dry keeps in contact with all parents and ensures that they get the notification letters either via mail or in person. The parent coordinator, the ESL department, and the guidance department all keep in contact to ensure the letters are distributed.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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. We provide meetings every marking period to discuss student progress and program choice and we monitor the conversations as a team.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
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; entering, emerging and transitioning. We also have a free standing single period ESL class for our expanding students. For our push-in model, students are placed heterogenously for the particular content.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The entering, emerging and transitioning free standing ESL class provides 500 minutes a week. The expanding stand along ESL class provides 250 minutes a week.
3. Describe how core content is delivered in each program model. 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 in English 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, which is taught in English, students are provided with bilingual glossaries in order to provide for native language support. In 9th, 10th, 11th, and 12th grade, there are co teachers in each subject area. In 11th and 12th grade English class, an ESL 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. Students are provided with laptops to assist in translation and research. Teachers use several materials for their teaching. They use websites, including Flocabulary.com and englishforeveryone.com. They also use literature texts and novels. The teachers are encouraged to use graphic organizers to help students in their writing process. Specifically, for arugmentative essays which align with CCLS Writing Standard 1, they have several visual aids to help foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusWe 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. SIFE students are surrounded by a print rich environment and are provided with texts and hand outs in large print, picture dictionary as well as handwriting and alphabet handbooks. All content is scaffolded, rephrased, and repeated for SIFE students. We also offer an afterschool enrichment program for those students who need the support.
 - 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.

e. Former ELLs are given content based instruction, regents/common core prep tutoring, extra time on state exams. Content teachers meet with ESL teachers to formulate strategies so that former ELLs can succeed in their content classes. As per CR Part 154.2, all former ELLs up to two years after exiting ELL status are also given a co taught class of 250 minutes per week.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with Ms. Conwell and Ms. Psomopoulos, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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. In grade team, teachers discuss the Targets of Measurements for grade and age appropriate material across the board. This assists in English Language acquisition because the students are immersed in an environment that fosters listening, speaking, reading and writing skills in English through scaffolded PBL (Project Based Learning) Units. In each classroom, there are laptops for all students and a smartboard. All students are offered bilingual glossaries as well as google translate. All ELL-SWDs are provided with the same support. The programming director sits with the ESL and Special Department to ensure that all said students are receiving the appropriate services.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. The programming director sits with the ESL and Special Education teacher and discussed the NYSITELL/NYSESLAT scores and regents scores to appropriately place them in ICT classes.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

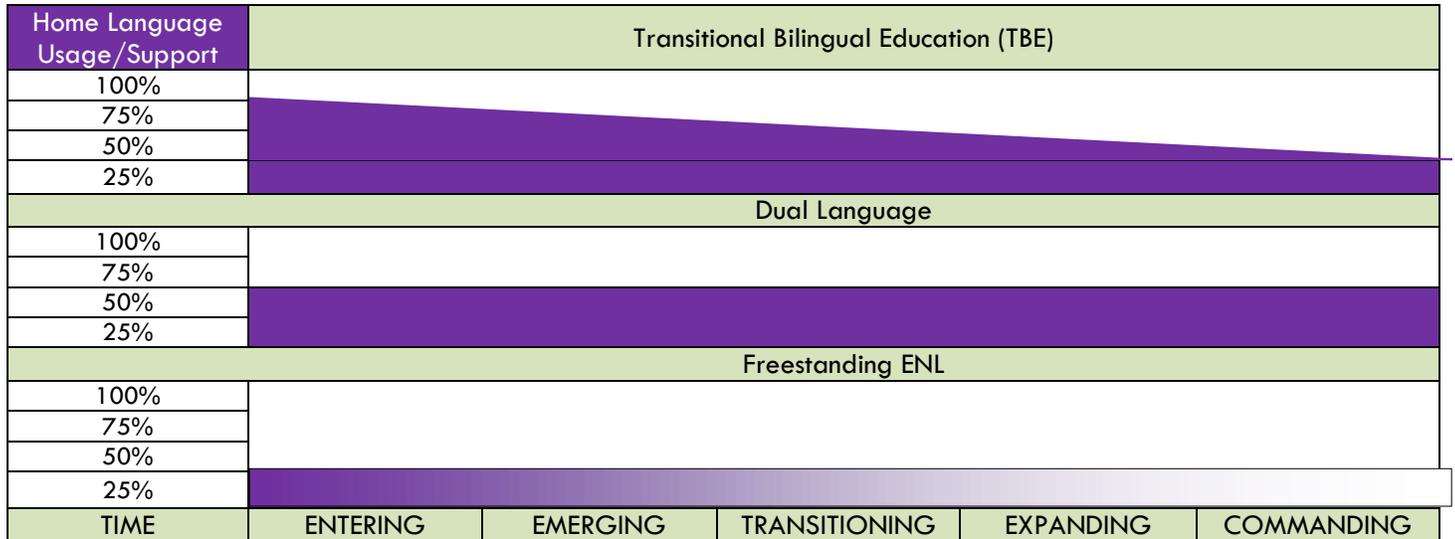


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 in 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. 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. Psomopoulos, 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
11. 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 scores. It has also increased outcomes in all content areas. Through teacher teams, all teachers are in constant communication about all students, including the ELL population and their needs. We primarily use the NYSESLAT/NYSITELL scores to assess, DYOs, as well as teacher created assessments and projects. All teacher teams discuss progress of each student and of the ELLs weekly at their meetings.
12. What new programs or improvements will be considered for the upcoming school year? We are collaborating with Lincoln Center this year and their LEAD (Learning English and Drama) Program. This is an opportunity for one class to have 20 sessions with a teaching artist from Lincoln Center to come in and support reading a novel through theater. We also are beginning a new enrichment program for ELLs. We want peer tutors and basic English skills to be the main focus.
13. What programs/services for ELLs will be discontinued and why? Currently we are continuing our services the same as last year.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? We allow ELL students to use glossaries, recorders, computers and translators.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Entering/Emerging students are typically in 9th and 10th grade and 14-15 years old. Transitioning students are typically 10th - 11th grade and Expanding are typically 11th-12th grade. Therefore we are able to place the ESL teachers accordingly as support teachers in specific classes, such as 11th grade ELA. Grade team teachers discuss curriculum across the board and they plan according to cognitive needs of the ELL-SWD's and the age/grade levels of the ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). 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 Ms. Conwell, ESL Teachers, and others, if interpreters are

necessary; Ms. Nolasco, AP, Marilyn Rodriguez-Ortiz, Guidance Counselor for our Spanish 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

19. What language electives are offered to ELLs?

Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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. PD is on November 3, an overnight retreat November 13-14, February 1, June 9. We also meet every week for grade team and bi monthly for department teams. 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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 in CCLS aligned instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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 along with the guidance counselor, all teachers will teach advisory which will focus on helping students transition into high school
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
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. We keep these records on file in a binder for all departments and all grade teams.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to DOE scheduled parent-teacher conferences, Hillside Arts and Letters Academy provides the parents with 3 additional conferences. Our advisory teachers also keep in contact with their student's parents about their progress on a regular basis. As always, translation is available for those who need. The ESL teachers discuss with all teachers the progress of the students and relay the information to the parents during these conferences or phone calls.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The records are kept with the ESL department for the individual meetings. The parents coordinator and the ESL department discuss the needs of the parents and ensure that the parents get the information they need via mail, phone or in person. We have several teachers who can translate for teachers as well as other staff members in the building who offer translation services.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We offer several parent workshops 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 parent coordinator, Ms. Dry translates for Haitian Creole students. She also sends out messages and letters in several languages. She is in constant contact with the parents of our students and always gets translators to assist in her communication with them.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school does not partner with other agencies.

5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents through surveys, such as the learning environment survey and discussion with the parent coordinator. We have several teachers and school personnel who translate. Our parent coordinator, Ms. Dry translates for Haitian Creole students. She also sends out messages and letters in several languages. She is in constant contact with the parents of our students and always gets translators to assist in her communication with them.

6. How do your parental involvement activities address the needs of the parents?

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.

D. Additional Information

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

Paste response here:

School Name: **HALA**

School DBN: **28Q325**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Raquel Nolasco	Principal		10/29/15
Gabrielle Almodoval	Assistant Principal		10/29/15
Annis Dry	Parent Coordinator		10/29/15
Renee Conwell, Niki Psomop/ENL	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
Fredrica McDuffus/English	Teacher/Subject Area		10/29/15
Shirley Brito/Math	Teacher/Subject Area		10/29/15
	Coach		1/1/01
	Coach		1/1/01
Marilyn Rodriguez- Ortiz	School Counselor		10/29/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q325

School Name: Hillside Arts and Letters Academy

Superintendent: Juan Mendez

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Parents' language preference for oral and written communication is ascertained at the initial parents intake interview at the time of registration. Parents complete a written and oral communication language preference survey. Bilingual staff members are available to provide written translation and oral interpretation for our parents and guardians. Some parents have requested communication in English while others have requested their native language be used to complete the Home Language Identification Survey. Feedback from parents at school events, meeting and workshops provide our school with additional data in the written translation and oral interpretation needs of parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Bengali, Spanish, Haitian Creole, French, Urdu, Arabic, Tagalog, Hindi, Punjabi, English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent/Teacher conferences, parent surveys, handbooks, calendars, newsletters, afterschool tutoring, NYS testing dates, safety drills, lunch forms, blue cards

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent/teacher conferences, meet the teachers night, college night, multicultural day, portfolio day, interview day, phone calls from teachers and advisors, field trips

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Onsite bilingual staff and community members will provide the translation needs. Most communication is done through emails, phone calls and phone blasts, therefore we can translate rather quickly to ensure the information is received in a timely manner. The NYC DOE translated documents as well as the Translation and Interpretation Unit services are used for translation as well.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Onsite bilingual staff and community members will provide the translation needs. The NYC DOE translated documents as well as the Translation and Interpretation Unit services are used for translation as well.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are informed of translation services during department meetings and via email.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school determines the primary language spoken by the parent of each student enrolled in the school at the time of registration and intake. The school will maintain a current record of the primary language of each parent in ATS and on the student emergency card. The school will provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the DOE. Parents may choose to rely on a bilingual adult friend/companion or relative for language and interpretation services. Students or minors under the age of 18 do not serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed (for example, parent teacher conferences, disciplinary meetings with a principal, parent inquiries about attendance, and parent conferences with guidance counselors.) We provide regular and timely provision of translated documents through onsite bilingual staff and the Translation and Interpretation Unit. The school provides timely interpretation services at group and one-on-one meetings upon request when parents communicate with teachers, guidance counselors, school nurse and/or other school staff regarding their child's education.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use parent surveys, parent/teacher conferences and advisory phone calls home to gather feedback from the parents.