

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**28Q505**

**School Name:**

**HILLCREST HIGH SCHOOL**

**Principal:**

**DAVID MORRISON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: HILLCREST HIGH SCHOOL School Number (DBN): 28Q505  
Grades Served: 9 – 12  
School Address: 160-05 HIGHLAND AVENUE  
Phone Number: 718 658 5407 Fax: 718 739 5137  
School Contact Person: AMAR NEPAL Email Address: ANEPAL@SCHOOLS.NYC.GOV  
Principal: DAVID T. MORRISON  
UFT Chapter Leader: MICHAEL FERRUSO  
Parents' Association President: DESIREE CAMERON  
SLT Chairperson: RON THOMPSON  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): DESIREE CAMERON  
Student Representative(s): SASHA BEER

**District Information**

District: 28 Superintendent: Juan Mendez  
Superintendent's Office Address: 30-48 Linden Place, Room 307  
Superintendent's Email Address: jmendez2@schools.nyc.gov  
Phone Number: (718) 281-7696 Fax: 718 281-7519

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street, Brooklyn NY 11201  
Director's Email Address: AAnorma@schools.nyc.gov  
Phone Number: (718) 935-5618 Fax: (718) 935-5941

## 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)
David T. Morrison	*Principal or Designee	
Michael Ferruso	*UFT Chapter Leader or Designee	
Desiree Cameron	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Gurkamal Sandhu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sasha Beer	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
Ronald Thompson	Member/Teacher	
Manny Digenakis	Member/ Teacher	
	Member/	
Jennifer Spence	Member/Parent	
Roxanne Collins	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carol Moore Mc Rae	Member/Parent	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Hillcrest High School, a large comprehensive high school with over 3200 students and strong departmental content expertise faced a challenge: in 2005, only 55% of students earned a diploma in four years. How could Hillcrest not only maintain its strength, the rigorous content knowledge of the staff, but also create an environment that better positioned adults to meet the needs of all students, including 14% English Language Learners and 10% Students with Special Needs? Through a sweeping wall-to-wall reorganization that installed nine Small Learning Communities (SLCs) in just one year, Hillcrest turned its focus toward improving instruction for every student.

The intended outcome of this transformation was to create a school where assistant principals continue to supervise and support content area expertise, while a cadre of trained teacher-directors leads SLCs in delivery of instruction and co-curricular support. Interdisciplinary teams of faculty and staff share students and space in common, make instructional decisions to meet the needs of their students, and accept accountability for student outcomes. The result: a more agile organization where student achievement, the heart of the Framework for Great Schools, drives teacher learning and collaboration.

Today each SLC is recognized by its colors, by its space in the building, by its name on ID cards, by the outside partnerships it has developed, by its specific mission in educating its students, and, most significantly, by the community of teachers, guidance counselors, and learners at the heart of each SLC. Furthermore, building on Hillcrest's strengths, the nine SLCs offer a coherent approach to setting standards and creating goals. Assistant Principals are now Instructional Leaders, using departments to maintain content standards and expertise in every SLC, supporting teachers through the observation process, and focusing professional development on student needs.

Everyone of Hillcrest's students chooses to be part of one of our SLCs: Academy of Media Arts & Music, Pre-Med, Theatre, Teachers of Tomorrow, Public Service & Law, Business/ Technology (BIZ/Tek), Global Citizens, and Health Sciences and our iLearn Academy, which provides enhanced learning strategies for targeted students. Each SLC has about 450 students and has its own theme, course offerings, teachers and guidance counselors, creating a safe, nurturing and supportive environment that makes learning purposeful and enjoyable.

As noted above, faculty and staff in each SLC know their students, a task made possible by working in a community of about 450 students. As a result, all adults in each SLC set high expectations for graduation and college and career readiness. The impact of this transformation is evident in our "Framework for Great Schools Report", where we scored an 81 in the area of Rigorous Instruction, an 88 in Teacher Collaboration, and an 85 in Supportive Environment. In the areas of Family-Community Ties and Trust we scored a 94 and 91 respectively. In addition, we received a Proficient on the latest Quality Review with Well Developed features in 1.1 and 1.2 (The Instructional Core) and 3.4 (School Culture). According to our School Quality Snapshot 95% of students feel that Hillcrest offers enough variety of programs, classes, and activities to keep them interested in school, and 96% of teachers would recommend our school to parents. The strongest impact can be seen in the four-year graduation rate, which increased nearly twenty percentage points, from 55% to nearly 75% last year; 98% of graduates were accepted to college; 85% attend four-year colleges and universities.

In addition to the above achievements, Hillcrest High School students have access to the following programs:

1. Full Music and Art Program open to all students
2. Virtual Enterprise Program with NYS CTE Endorsement
3. Computer Assisting Design and Computer Assisted Manufacturing Classes (STEM)
4. Software Engineering Program (STEM)
5. Nurse Assisting Certification with NYS CTE Endorsement
6. Saturdays at Hillcrest Students/Community/Parent Classes
7. Intel Science Research Program (STEM)
8. Smith Barney Research Program
9. Model UN
10. Mock Trial/Moot Court/Law Institute/Youth Court
11. A wide range of varsity and intramural sports and clubs
12. CUNY College Now classes in partnerships with York College AND Queensborough Community College
13. Connect2College affiliated with Queensborough Community College.

More specifically:

- In Media Arts and Music, our award-winning Model United Nations class offers opportunities for students from around the world to meet in various host cities and begin crafting resolutions to very modern and real world problems that directly mirror the efforts of the United Nations. Last year MUN students won over thirteen awards, including Best Delegation in two conferences.
- Council for Unity is a class in Public Service and Law that specializes in reducing violence in schools and communities by empowering individuals and groups with the skills necessary to promote family unity, self-esteem and empowerment.
- HOSA Future Healthcare Professionals (HOSA) provides students real-world opportunities through internships with Surgeon Generals office, collaboration with health care professionals, and numerous conferences. The organization supports the Health Sciences CTE classes by strengthening student's academic and technical skills through local, state and national level competitions. In the 2013-2014 year, nine students will be attending the National HOSA Conference after winning medals, including two gold, in the state conference.
- Our Theatre SLC has partnered with LeAp OnStage, a high profile, comprehensive theater program for economically disadvantaged and culturally isolated NYC public school students. LeAp OnStage works with Hillcrest to strengthen our high-quality playwriting, performing, directing, and theatre production and appreciation program. Within the program, students write and perform plays, have real-world experiences with Broadway playwrights, directors and actors, and attend Broadway productions. In a city-wide competition, senior Jazmine Lopez's play, *Wicked Wealth*, was selected to be performed off-Broadway in June 2014.

These are just some of the unique opportunities available to our students and illustrate the mission of Hillcrest High School:

"The mission of Hillcrest High School is to provide all students with a coherent and rigorous academic environment in which students are challenged to think critically and demonstrate mastery to prepare for college, careers, and 21st century real-world problem solving."



## 28Q505 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	3313	SIG Recipient	N/A
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	12	# SETSS	18	# Integrated Collaborative Teaching	120
Types and Number of Special Classes (2014-15)					
# Visual Arts	34	# Music	18	# Drama	4
# Foreign Language	82	# Dance	N/A	# CTE	25
School Composition (2013-14)					
% Title I Population	72.0%	% Attendance Rate			89.2%
% Free Lunch	72.7%	% Reduced Lunch			8.0%
% Limited English Proficient	14.2%	% Students with Disabilities			10.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			32.4%
% Hispanic or Latino	25.7%	% Asian or Native Hawaiian/Pacific Islander			36.9%
% White	3.2%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.74	# of Assistant Principals (2014-15)			12
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			12
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			7.68
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	60.4%	Mathematics Performance at levels 3 & 4			67.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.5%	% of 2nd year students who earned 10+ credits			80.6%
% of 3rd year students who earned 10+ credits	76.0%	4 Year Graduation Rate			73.9%
6 Year Graduation Rate	78.5%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	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			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				

## 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.

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

As a result of our comprehensive needs assessment the school community developed a school wide instructional vision for how students learn best:

- Our vision for learning is that teaching engages, values and challenges all learners continuously.
- This vision is seen in our learning community when:
- Students are pursuing their learning both independently and with support fueled by a cycle of assessment, feedback, and goal setting.
- Interactions among members of our learning community promote respect, responsibility, trust, and rigorous thinking.
- Our teaching uses 21st century methods, resources and tools to ensure our students achieve their academic, college and career goals.

In addition we developed a school wide instructional focus:

- If teachers plan and implement appropriately challenging tasks that are Common Core aligned, and that require students to analyze text, use accountable talk, and support or justify arguments with evidence, then students will consistently demonstrate broad and deep thinking to solve authentic problems or otherwise engage in higher level thinking in each content area.

Student achievement data has improved, but there is still a need to focus on teacher performance and classroom instruction so we can close the gaps and prepare students for the rigor of the common core and the challenges of college and career. As a school community, we have made much progress in the area of rigorous instruction, but the fact remains we need to graduate more than 76% of the graduating Cohort.

### 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.

By August 2016 our school graduation rate will have increased by 3%, when comparing the 2015-2016 school year (79%) to the 2014-2015 school year (76%).

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>		
<p>Teachers will receive feedback on their teaching, specifically Danielson components 1F (Designing Student Assessments), 3B (Using Questioning and Discussion Techniques, 3C (Engaging Students in Learning, and 3D (Using Assessment in Instruction) through a process of informal and formal observations in ADVANCE. Every observation will be followed by a face-to-face feedback session between the evaluator and teacher. This process is the accountability lens to ensure that rigorous quality teaching and learning takes place every day, every period in every class. Each Assistant Principal Supervision develops and implements a visitation schedule that results in every teacher being visited multiple times a year.</p>	<p>All Teachers</p>	<p>Start date: October 2015. Mid- point check: January 2016, End date: May 2016</p>	<p>Principal, Assistant Principals</p>
<p>Teachers, in conjunction with the Assistant Principal Supervision, will develop individualized goals and PD Action Plans aligned with the Danielson Framework for measuring effective teaching, including Danielson components 1F (Designing Student Assessment), 3B (Using Questioning and Discussion Techniques, 3C (Engaging Students in Learning) and 3D (Using Assessment in Instruction). A key point of emphasis is the assessment of English as a New Language Students and ISS students through interventions by the Global Citizens Small Learning Community that focuses on sheltered instruction techniques, and Instructional Support Collaborative Team Teaching classes. Teachers are expected to provide accurate, constructive and specific feedback to students in order to move learning forward.</p>	<p>All Teachers</p>	<p>Same as Above</p>	<p>Principal, Assistant Principals</p>
<p>Provide professional development to teaching staff and support staff in terms of providing varied entry points for at-risk, SWD and ELL students.</p> <p>Provide time for ICT pairs to collaborate and plan effective classroom instruction that meets the needs of our special populations.</p>	<p>Targeted Teachers and Assistant Principals</p>	<p>Same as Above</p>	<p>Principal, Assistant Principals</p>

Academic Intervention Services (AIS) such as tutoring and Saturday Classes focused on Regents review will be provided to at risk students, as well as students with IEPs and ENL students in the two months preceding each Regents exam administration. A Regents Review Marathon will take place the weekend preceding Regents exam administration.	Targeted Students of all grades	November, December, and January 2015, April, May, and June 2016	Assistant Principals, Teachers
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Professional development will be provided to teachers during the Chancellors PD days. Per session will be provided to teaching staff as needed to attend professional development.</b>											
<b>Part 4b.</b> 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
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 January 2016, the data should reveal at least a 75% “on-track for graduation” based on Fall term report cards and January 2016 Regents Results.
<b>Part 5b.</b> 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><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

**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 <sup>st</sup> 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.

**At Hillcrest, structures are in place so teacher collaboration is a culture rather than a practice. Teachers have agreed to use the following structure during their professional period:**

#### **Monday- Lesson Planning Time**

**This period would allow teachers to work individually or if desired in department and/or SLC groups to work on developing lesson plans aligned to the Common Core Standards that focus on improving instruction . During this period teachers may use the time to identify areas of need in terms of skills, content, or new methods of instruction into their lessons. This provides a place for teachers to share ideas and collaborate.**

#### **Tuesday- Parental Outreach**

**Teachers will have the time to contact parents regarding student progress through phone calls, phone masters, emails, Skedula, or mail. Parent outreach is important in helping those students that are struggling as well as celebrating the positives that are happening in our classrooms every day.**

#### **Wednesday-Assessment of Instruction**

**Similar to Mondays, teachers may work individually, with SLC or department groups to evaluate the effectiveness of their lesson plans, how students are progressing and what, if any changes are needed to drive student learning. This period is an opportunity to reflect upon instruction, the outcomes, and make the necessary changes to create pathways to success.**

#### **Thursday/Friday- Tutoring**

**SLC Directors and Guidance Counselors will help support teachers by identifying and pushing struggling and targeted students to tutoring time.**

### 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.

**By June of 2016, 100% of the lesson plans and curriculum documents in all core content areas will be fully aligned to the Common Core Standards.**

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue to plan lessons and activities for all content areas that support the development of strong skills aligned to the Common Core Standards.</p>	<p>All Students</p>	<p>Start date: October 2015. Mid- point check: January 2016, End date: May 2016</p>	<p>Principal, Assistant Principals</p>
<p>Principal will conduct bi-weekly instructional cabinet meetings focused on trends in observation reports and curriculum implementation.</p>	<p>Assistant Principals</p>	<p>Bi-Weekly</p>	<p>Principal, Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The large portion of this work will take place during the professional period and on the Chancellor’s Conference Days, if additional work is necessary per-session will be utilized.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
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By February 2016, 75% of staff will have received a rating of effective on Danielson component 1A: demonstrating knowledge of content and pedagogy and 1E: designing coherent instruction

**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.

**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.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></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.

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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.

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**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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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.

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**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ol style="list-style-type: none"> <li>1. Marking period data</li> <li>2. Regents scores</li> <li>3. Students at risk for credit</li> </ol>		<ol style="list-style-type: none"> <li>1. Targeted English Tutoring of students identified for Saturdays@Hillcrest</li> <li>2. Thursday and Friday Tutoring.</li> <li>3. Mandated review class</li> <li>4. Castle Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. One-to-one, Small group tutoring</li> <li>2. One-to-one, Small group tutoring</li> <li>3. Small group</li> <li>4. Computer based</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Marking period data</li> <li>2. Regents scores</li> <li>3. Students at risk for credit</li> </ol>	<ol style="list-style-type: none"> <li>1. Three Semester Math Tracks in Integrated Algebra and Geometry that focus on skill-building, extra practice and review of key skills.</li> <li>2. Thursday and Friday Tutoring.</li> </ol>	<p>Students programmed according to historical information receiving 5 periods of instruction per week for 1.5 years.</p>	<p>Students are programmed for small group session outside of their of their regular scheduled classes. Licensed teachers provide tutoring and office hours 7 periods a day-2days per week (Thursday and Friday).</p> <p>Students receive instruction from Monday-Friday and are invited to partake in office hours with a teacher to improve skills directly.</p>

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

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<ol style="list-style-type: none"> <li>1. New Visions Affinity support and professional development in the areas of recruitment and retention.</li> <li>2. Teachers are presented with clear and structured goals along with frequent and meaningful feedback using a research-based framework.</li> <li>3. Teachers utilize their professional period to work on goals, instructional initiatives as well as a multitude of support for students.</li> <li>4. Opportunities for highly qualified teachers to present their best practices during their professional period and Professional Development days.</li> </ol>

#### 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).
<ol style="list-style-type: none"> <li>1. Based on analysis of current trends of MOTP, Assistant Principal Supervision/Academic Learning Specialists will provide departments with Professional Development.</li> <li>2. Assistant Principals will continue to receive training in Advance.</li> <li>3. Assistant Principals Supervision attend bi-weekly meetings to develop Professional Development for Departments.</li> <li>4. Directors attend weekly meeting seminars to develop Professional Development for SLC professional period.</li> <li>5. All Teachers afforded the opportunity to attend Professional Development outside the building.</li> </ol>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

### **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).

N/A

## **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.).

N/A

### **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.

1. In reviewing the data from multiple sources: Regents, Periodic Assessment, NYC Performance Tasks in ELA and Math, in class exams, ect., teachers meet to decide how to design Department assessment including what skills and content will be assessed in each monthly department assessment.
2. Professional Development in assessing students id done in numerous ways:
  - a. Alignment to Danielson 3D
  - b. Alignment to Regents exams.
  - c. With support of ISS Department assessment are differentiated.

### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	1,514,339.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	52,960.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	16,351,905.00		

**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.

<sup>2</sup>The **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)**

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. Hillcrest High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. Hillcrest High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1<sup>st</sup> 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)**

Hillcrest High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> 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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo 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: Hillcrest High School	DBN: <u>28Q505</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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 300
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: 10
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 5

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale

Data analysis and Inquiry Work from previous years has shown that ELLs at Hillcrest who are given supplemental literacy and academic courses after school and on Saturdays are able to perform better in their regular academic classes and on standardized, high stakes assessments. In fact, among our "Proficient" students on the NYSESLAT last year -- 122 students, or 35% of our students reached this goal -- approximately 80% of them had participated in the supplemental academic Title III offerings last year. Furthermore, targeted data from summative assessments in content areas such as ELA and social studies have shown similar results. Anecdotally speaking, our teachers express joy in being able to expand their curriculum to include after school and Saturday opportunities for their students. They tell us that students who participate in the extra classes achieve much higher scholarship (85%-90% average) in their regular classwork vis-à-vis students who do not take advantage of these offerings (65%-70% average). Indeed, our supplemental academic programs give teachers time to work with their students more in small groups. In turn, students are given more specific feedback and personalized instruction, often in one-on-one settings with their teacher or other students.

### **After School Program**

The Title III After School Program, "Passport to Success" will run for 14 weeks during the months of November, December, and January and resuming in April and May. Supplemental academic courses will be offered twice a week, Tuesdays and Thursdays. Supplemental Leadership courses will be offered every Friday. All courses will meet from 3 pm to 5 pm.

The 28 dates for the Tuesday/Thursday courses during the 2014-2015 SY will be:

Thursday, November 6<sup>th</sup>  
Thursday, November 13<sup>th</sup>  
Tuesday, November 18<sup>th</sup>  
Thursday, November 20<sup>th</sup>  
Tuesday, November 25<sup>th</sup>  
Tuesday, December 2<sup>nd</sup>  
Thursday, December 4<sup>th</sup>  
Tuesday, December 9<sup>th</sup>  
Thursday, December 11<sup>th</sup>  
Tuesday, December 16<sup>th</sup>  
Thursday, December 18<sup>th</sup>  
Tuesday, December 23<sup>rd</sup>  
Tuesday, January 6<sup>th</sup>  
Thursday, January 8<sup>th</sup>  
Tuesday, January 13<sup>th</sup>  
Thursday, January 15<sup>th</sup>  
Tuesday, January 20<sup>th</sup>  
Thursday, January 22<sup>nd</sup>  
Tuesday, April 14<sup>th</sup>  
Thursday, April 16<sup>th</sup>

## Part B: Direct Instruction Supplemental Program Information

Tuesday, April 21<sup>st</sup>

Thursday, April 23<sup>rd</sup>

Tuesday, April 28<sup>th</sup>

Thursday, April 30<sup>th</sup>

Tuesday, May 5<sup>th</sup>

Thursday, May 7<sup>th</sup>

Tuesday, May 12<sup>th</sup>

Thursday, May 14<sup>th</sup>

The 14 dates for the Friday courses during the 2014-2015 SY will be:

Friday, November 7<sup>th</sup>

Friday, November 14<sup>th</sup>

Friday, December 5<sup>th</sup>

Friday, December 12<sup>th</sup>

Friday, December 19<sup>th</sup>

Friday, January 9<sup>th</sup>

Friday, January 16<sup>th</sup>

Friday, January 23<sup>rd</sup>

Friday, January 30<sup>th</sup>

Friday, April 17<sup>th</sup>

Friday, April 24<sup>th</sup>

Friday, May 1<sup>st</sup>

Friday, May 8<sup>th</sup>

Friday, May 15<sup>th</sup>

### **After School Program**

Four supplemental **Academic Courses** will be offered by four content-certified teachers on the Tuesdays and Thursdays listed above. A certified ESL teacher will push-in to each of these courses to assist teaching and provide scaffolding.

#### 1) Common Core English Language Arts

This course will meet every Tuesday and Thursday for 28 sessions and will be used to accelerate the learning of Common Core-aligned content and skills needed to be college-ready in ELA. This course will be taught by an ELA-certified teacher with support from a push-in ESL teacher. Target population will be 11<sup>th</sup> and 12<sup>th</sup> grade ELLs. 25 students will participate in this course. Materials will include Common Core-aligned curriculum for ELA.

#### 2) Common Core Living Environment

This course will meet every Tuesday and Thursday for 28 sessions and will be used to accelerate the learning of Common Core-aligned content and skills needed to be college-ready in Living Environment. This course will be taught by a Living Environment-certified teacher with support from a push-in ESL teacher. Target population will be 9<sup>th</sup> and 10<sup>th</sup> grade ELLs. 25 students will participate in this course. Materials will include Common Core-aligned curriculum for Living Environment.

#### 3) Common Core Integrated Algebra

This course will meet every Tuesday and Thursday for 28 sessions and will be used to accelerate the learning of Common Core-aligned content and skills needed to be college-ready in Integrated Algebra. This course will be taught by a math-certified teacher with support from a push-in ESL teacher. Target

## Part B: Direct Instruction Supplemental Program Information

population will be 9<sup>th</sup> and 10<sup>th</sup> grade ELLs. 25 students will participate in this course. Materials will include Common Core-aligned curriculum for Integrated Algebra.

### 4) Common Core Global History

This course will meet every Tuesday and Thursday for 28 sessions and will be used to accelerate the learning of Common Core-aligned content and skills needed to be college-ready in Global History. This course will be taught by a social studies-certified teacher with support from a push-in ESL teacher. Target population will be 11<sup>th</sup> and 12<sup>th</sup> grade ELLs. 25 students will participate in this course. Materials will include Common Core-aligned curriculum for Global History.

### Leadership Course for ELLs

A supplemental **Leadership Courses** will be offered by one social studies-certified teacher every Friday of the program. The social studies-certified teacher will be assisted by an ESL-certified teacher who will push-in to the program.

#### Supplemental Leadership Course

This course will meet every Friday for 14 sessions listed above and will be used to provide 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students in good standing with an opportunity to provide community service through leadership for the ELL community. The course will be instructed by a social studies-certified teacher with additional support provided by an ESL-certified teacher. 20 students will be targeted for this after school enrichment program. Materials for this program will include *Seven Habits of an Effective Teenager*, *Teens to Lead*, etc.

### Saturday Program

Four supplemental **Academic Courses** will be offered by four content-certified teachers 9 Saturdays of the program, divided into two, 5-day sessions running in December and January, and again in June. On Saturdays, each 90-minute course will be held twice a day to accommodate students who want to participate in more than one class a day. Class size will be smaller than during the week to allow for individualized attention to each learner. ESL teachers will push-in to every class to provide scaffolding.

The 10 dates for the Saturday courses during the 2014-2015 SY will be:

Saturday, December 6<sup>th</sup>  
Saturday, December 13<sup>th</sup>  
Saturday, December 20<sup>th</sup>  
Saturday, January 10<sup>th</sup>  
Saturday, January 17<sup>th</sup>  
Saturday, January 24<sup>th</sup>  
Saturday, June 6<sup>th</sup>  
Saturday, June 13<sup>th</sup>  
Saturday, June 20<sup>th</sup>

### 1) Common Core English Language Arts

This course will meet in December, January, May and June on Saturdays for 10 days, two sessions per day, and will be used to accelerate the learning of Common Core-aligned content and skills needed to be college-ready in English Language Arts. This course will be taught by an ELA-certified teacher with support from an ESL-certified push-in teacher. Target population will be 11<sup>th</sup> and 12<sup>th</sup> grade ELLs. 15 students will participate in each session of this course. Materials will include Common Core-aligned ELA curriculum.

## Part B: Direct Instruction Supplemental Program Information

### 2) Common Core Living Environment

This course will meet in December, January, May and June on Saturdays for 10 days, two sessions per day, and will be used to accelerate the learning of Common Core-aligned content and skills needed to be college-ready in Living Environment. This course will be taught by a Living Environment-certified teacher with support from an ESL-certified push-in teacher. Target population will be 9<sup>th</sup> and 10<sup>th</sup> grade ELLs. 15 students will participate in each session of this course. Materials will include Common Core-aligned Living Environment curriculum.

### 3) Common Core Integrated Algebra

This course will meet in December, January, May and June on Saturdays for 10 days, two sessions per day, and will be used to accelerate the learning of Common Core-aligned content and skills needed to be college-ready in Integrated Algebra. This course will be taught by a math-certified teacher with support from an ESL-certified push-in teacher. Target population will be 9<sup>th</sup> and 10<sup>th</sup> grade ELLs. 15 students will participate in each session of this course. Materials will include Common Core-aligned Integrated Algebra curriculum.

### 4) Common Core Global History

This course will meet in December, January, May and June on Saturdays for 10 days, two sessions per day, and will be used to accelerate the learning of Common Core-aligned content and skills needed to be college-ready in Global History. This course will be taught by a social studies-certified teacher with support from an ESL-certified push-in teacher. Target population will be 11<sup>th</sup> and 12<sup>th</sup> grade ELLs. 15 students will participate in each session of this course. Materials will include Common Core-aligned Global History curriculum.

## Part C: Professional Development

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

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

Begin description here:

### Rationale

With ever-changing expectations with the new Common Core State Standards (CCSS) and enhanced understanding of effective pedagogy as revealed in the new Framework for Teachers (ADVANCE), it is vital that our teachers of ELLs stay abreast of best practices, and learn from one another how to achieve these goals and objectives in their classroom. Furthermore, research has shown that teachers who engage in the Inquiry Process are better equipped to help each of their students succeed on a granular level. By doing this, teachers have shown vast improvements in the way they differentiate and provide multiple entry points to each of their students during daily instruction and during after school / Saturday supplemental programs.

### Part C: Professional Development

Throughout the months of November, December, and January (2 sessions a month for 3 months for a total of 6 sessions Fall Semester) and May and June (2 sessions a month for 2 months for a total of 4 sessions Spring Semester), 4 ESL teachers and 2 content-area teachers will meet to perform Inquiry Work for our ELL population. These sessions will be held on Monday afternoons from 4 pm to 6 pm. During this time, the Assistant Principal of ESL will facilitate all PD sessions and guide teachers through the Inquiry Process at no cost to the program.

For the 2014-2015 school year, major topics will include:

Common Core Standards and Implementation in the ELA and math curricula  
Analysis of Granular Student Data from all major Regents exams  
Building Capacity and Scaffolds for the Common Core ELA and Algebra Regents Exams  
Literacy Structures and Strategies for SIFE and Newcomer Populations  
Technology as a Tool for ESL Classrooms  
Some of these topics may be given in more than one workshop.

2014-2015 Tentative Dates for this program are:

Monday, November 3<sup>rd</sup>, 2014  
Monday, November 17<sup>th</sup>, 2014  
Monday, December 1<sup>st</sup>, 2014  
Monday, December 15<sup>th</sup>, 2014  
Monday, January 5<sup>th</sup>, 2014  
Monday, January 19<sup>th</sup>, 2014  
Monday, May 4<sup>th</sup>, 2015  
Monday, May 18<sup>th</sup>, 2015  
Monday, June 8<sup>th</sup>, 2015  
Monday, June 15<sup>th</sup>, 2015

### Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale/Topics to be covered

At Hillcrest High School we firmly believe that parents of English Language Learners should play an active role in their child's education. Furthermore, we believe that specifically-targeted, supplemental parent workshops for parents of ELLs enhance what is already presented for parents in the regularly scheduled DOE calendar (such as Parent/Teacher Conferences). Our parents have mentioned to us during interviews and meetings that they appreciate it when we open our doors to them so they can learn the expectations of a NYC DOE high school education as well as learn what their children will need

## Part D: Parental Engagement Activities

to matriculate naturally into colleges and careers in the future. We also know that it is best practice to inform parents on a regular basis of their child's progress through his or her education. As such, our Title III program will offer several opportunities throughout the year to participate in this supplemental program.

### Parent Involvement Workshops and Celebrations

Three times a year, once in November, once in April, and once in May, our ELL population will hold a Parent Involvement Workshop to celebrate the achievements of our ELLs and to provide essential academic informational to parents.

These events will take place on Friday afternoons from 3 pm to 7 pm. Ten (10) teachers will participate in these events, five (5) ESL-certified teachers and five (5) content-area teachers. Assistant Principal ESL will supervise this event at no cost to the program. Teachers will play different roles during the event: Some will be in charge of an awards ceremony honoring the top performing students in academic excellence, attendance, and overall participation in the Title III "Passport to Success" program. Other teachers will offer workshops in the following four areas: 1) College Readiness and the FAFSA process; 2) Computer Technology and Parent Connection to the School and Child's Education; 3) ESL and English Survival Skills; 4) Citizenship in America. Other teachers will hold "Office Hours" so parents and students can do one-on-one check-ins for the student's academic progress and make concrete next steps to successful high school graduation and beyond. Projected number of parents is 300.

Tentative dates for this program are:

Friday, November 21<sup>st</sup>, 2014

Friday, March 27<sup>th</sup>, 2015

Friday, May 29<sup>th</sup>, 2015.

Parents will be notified of these events through a variety of methods; however, regardless of the method, the school will take proactive measures with the Translation/Interpreting Office to provide parents information in their native languages. We will also use funds from our own Translation/Interpreting budget. Methods will include: "backpacking" flyers home with students; phone calls made by teachers and interpreters during Parent Outreach hours; information posted on the school website; posters hung throughout the school, etc.

## Part E: Budget

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

Allocation Amount: \$62240

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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$62240

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>28</b>	Borough <b>Queens</b>	School Number <b>505</b>
School Name <b>Hillcrest High School</b>		

### 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 <b>David T. Morrison</b>	Assistant Principal <b>Russell Wasden, AP ESL</b>
Coach <b>Nazila Ramjan, Global Citizens</b>	Coach <b>Stacie Sugarman, AP ISS</b>
ENL (English as a New Language)/Bilingual Teacher <b>Helena Goncalves, ENL Coord</b>	School Counselor <b>Judy Cancel-Valerio</b>
Teacher/Subject Area <b>Sally Maimran, ENL</b>	Parent <b>Desiree Cameron</b>
Teacher/Subject Area <b>Josue Barahona, Global History</b>	Parent Coordinator <b>Bilquees Akhtar</b>
Related-Service Provider <b>New Visions for Public Schools</b>	Borough Field Support Center Staff Member <b>Samuel Rodriguez</b>
Superintendent <b>Juan Mendez</b>	Other (Name and Title) <b>type here</b>

### 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	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>4</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>3380</b>	Total number of ELLs	<b>416</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): SP
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 #
<b>Transitional Bilingual Education</b>										1	1	1	1	0
<b>Dual Language</b>										0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	416	<b>Newcomers</b> (ELLs receiving service 0-3 years)	339	<b>ELL Students with Disabilities</b>	33
<b>SIFE</b>	95	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	49	<b>Long-Term</b> (ELLs receiving service 7 or more years)	28

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	
<b>TBE</b>	173	71	1	21	12	9	8	0	17	0
<b>DL</b>										0
<b>ENL</b>	166	11	1	28	1	0	20	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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 SPANISH										57	77	34	34	0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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										23	12	16	15	0
Chinese										0	0	0	1	0
Russian										2	0	0	0	0
Bengali										28	17	12	12	0
Urdu										8	1	0	2	0
Arabic										10	8	4	3	0
Haitian										3	2	2	2	0
French										0	3	0	0	0
Korean										0	0	0	0	0
Punjabi										1	3	1	7	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										10	1	1	4	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										47	42	19	9	0
<b>Emerging</b> (Low Intermediate)										17	18	19	20	0
<b>Transitioning</b> (High Intermediate)										11	22	10	18	0
<b>Expanding</b> (Advanced)										50	31	28	40	0
<b>Commanding</b> (Proficient)										24	41	25	20	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										7	24	41	25	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										24	44	75	57	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	193		62	
Integrated Algebra/CC Algebra	133		19	
Geometry/CC Algebra	87		20	
Algebra 2/Trigonometry	5		1	
Math _____	78		9	
Chemistry	5		3	
Earth Science	98		19	
Living Environment	271		71	
Physics	2		1	

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	146		63	
Geography				
US History and Government	129		41	
LOTE	37		26	
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)	5	32	90	8				
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.
 

Currently our primary diagnostic tools for literacy are the NYSITELL and Spanish LAB. From the NYSITELL, we gather information regarding the early literacy skills of the ELLs, who are subsequently programmed into Entering, Emerging, Transitioning, and Expanding courses as indicated by their proficiency on these exams. The school's instructional plan is then monitored to ensure that the proper sitting minutes and modalities of instruction are given to all students according to their ELL level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

For the past three years at Hillcrest High School, we have seen a large increase of students scoring Commanding (formerly Proficient) on the NYSESLAT. Furthermore, this past year, approximately 68% of students who did not receive Commanding on the NYSESLAT increased by at least one level.

Data analysis has revealed that our ELL students continue to struggle on the Reading section of the NYSESLAT, but we have seen growth on the Writing section of this exam. This year's analysis of the NYSESLAT and ELE tests revealed the following information:

  - Overall, students in most cohorts are scoring between Emerging and Transitioning (Formerly Intermediate) on the NYSESLAT.
  - The Reading/Writing sections seem to carry more weight than Speaking/Listening sections. What students score in Reading/Writing, usually determines their overall score.
  - Students in all cohorts struggle most in Reading and Writing.
  - Across the cohorts, we see a steady progression from Emerging, Transitioning, and Expanding; however, Commanding is harder to achieve.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At Hillcrest High School, we use the Title III AMAO Estimator Tool to allow for the automatic estimation of AMAOs 1 and 2 at the school level. Using this tool, we copy and paste data to from ATS reports, calculate AMAO 1 and 2 statuses, and project these statuses through the 2016-2017 school year. Recently, the AMAO tool has been expanded to analyze student achievement data in the content areas at Hillcrest High School as well. The rich data contained in the RESI was incorporated into the most recent version. Additionally, an early warning system has been added to track factors that have been shown to lead to risk of lower academic achievement.

The data yielded is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students at Hillcrest. The factors that are analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and color-codes them accordingly for those students at risk at Hillcrest.

Our clusters and networks also use the tool to (1) identify trends/pockets of success, and (2) investigate the instructional and programmatic differences between groups of students who consistently progress toward proficiency and those who do not. This follows an inquiry approach to investigating student achievement.

In sum, the AMAO tool at Hillcrest affords us many benefits:

- Automation eliminates the need for hand calculations which are error prone and time consuming.
  - Having an electronic document allows users to instantly filter data and create targeted groups
  - Allows for increased focus on ELL sub-populations: we know how well former ELL's do academically but the tool goes two steps further:
    - o Allows users to measure progress toward that goal of english proficiency
    - o Also includes content area data and identifies known risk factors, hence the name "Advanced Early Warning Indicators."
- The tool alerts schools to students who exhibit known risk factors, and allows them to tailor more timely and targeted interventions for at risk populations before reaching a more critical level.

Overall, the data reveals that Hillcrest High School is on the right track with our English Language Learners. Our latest report indicates that 66.51% of our ELL made progress in English Language Acquisition last year; 22.78% of our ELLs were Proficient.

In AMAO2, our school has achieved 14.30% with a difference of 8.48% between our target and our current status. This means that we will, in all likelihood, meet AMAO2 throughout 2017 and beyond.

In AMAO 1, our school has a target of 67.4% with a difference of -0.89% between our target and our current status. This means that we will be off our target by -3.09% between our target and our current status if we maintain the same rate. However, initial reports of our 2015 NYSESLAT scores indicate that we have raised the bar in this area.

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?

Freestanding ENL

1) Overall, students enrolled in our Freestanding ENL Program are doing well in their content area state exams. However, many struggle with the ELA Regents. That said, more students from our Freestanding ENL Program scored Commanding on last year's NYSESLAT exam; those who did not score Proficient saw a greater increase on their scores as compared to students in our TBE program.

2) School leadership and teachers use the results of periodic assessments in all major content areas to determine skill levels of students and determine appropriate next steps. This is the primary focus of our Inquiry Team work, which happens weekly in our Common Planning Time.

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

TBE (Spanish)

- 1) Overall, students in our TBE Program did not score Proficient on the NYSESLAT, nor did they increase their overall scores compared to students in our Freestanding ENL Program.
  - 2) School leadership and teachers use the results of periodic assessments in all major content areas to determine skill levels of students and determine appropriate next steps. This is the primary focus of our Inquiry Team work, which happens weekly in our Common Planning Time.
  - 3) ELLs perform differently on different skill sets according to the results of our Periodic Assessments, which are given to our ELLs in every major content area. For students in the TBE (Spanish) program, all assessments are translated into Spanish and results analyzed by interdisciplinary groups of teachers who teach in this program.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [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?

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

Entering: Focuses on phonetic awareness, listening discrimination and cooperative learning activities that facilitate speaking.  
Emerging and Transitioning: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions, and other academic skills.

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

In planning for new language instruction, particular attention is given to the Targets of Measurement and Bilingual progressions as seen through NYSESLAT data and other sources. Based on the results of these types of annual exams, students are programmed into the right classes accordingly. Teachers use the students' progress to determine the appropriate level of language for each student in their classrooms. Furthermore, teachers, SLC Director, AP ENL, and counselors look carefully at the students' educational histories and backgrounds to create lesson and unit plans that best align to students' needs. Most of these data can be found under our students' profiles in Skedula/Pupilpath, which our school uses for these purposes. All ENL teachers and content teachers of ELLs are trained on a regular basis how to read the data in Skedula to make the best pedagogical choices for every student.

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

7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the 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).

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

department.

To make adequate yearly progress (AYP), we make every effort to show that each of our ELL subgroup has met the state proficiency goal in reading and math. On top of the math and reading tests, ELLs also must meet certain English proficiency benchmarks on the NYSESLAT, as stated above.

To make this happen, we do the following at Hillcrest High School:

1. Test students early and often;
2. Improve the quality of assessments for ELL students (including all additional native language tests);
3. Ensure that all ELL students receive the full range of services they need—both to bring them to English proficiency as well as to improve their performance on academic content areas;
4. Improve teacher training opportunities so teachers can better meet the needs of such students.

## 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.

At Hillcrest High School, the English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

When parents enroll their child in a school, the school determines the enrollment status category to which the student belongs per the categories listed below.

1. Enrolling as a new student to New York City and was never in a New York City or New York State public school

Students who have never been to any NYC or NYS public school must complete the entire ELL Identification Process outlined in this document by beginning with the determination of the home language.

2. Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years)

Schools are required to obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

3. Enrolling as a former New York City or New York State public school student

Students who are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the entire ELL Identification Process outlined in this document by beginning with the determination of the home language. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

## Steps within the ELL Identification Process

At Hillcrest High School, the following 4 steps and placement into the ELL program chosen by the parent are completed within 10 school days (20 school days for students entering with IEPs).

### Step 1: Home Language Survey

Our ELL Coordinator, Ms. Goncalves, administers the Home Language Identification Survey (HLIS) to determine the student's home language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. At Hillcrest, a student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Ms. Goncalves is fluent in Spanish, Portuguese, and English. We have several in-house translators for other common languages in our school such as Bangla, Urdu, Punjabi, Arabic, etc. When students speak languages other than those already available in our school, over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

Ms. Goncalves, a licensed pedagogue and the school's ELL coordinator, completes the HLIS with the parent and student. She then enters this information into the designated ATS screens (e.g., QADM) in a timely fashion. As per CR Part 154, Ms. Goncalves is trained in cultural competency, language development, and the needs of English language learners. She is also proficient in Spanish and Portuguese. If the home language of the student or parent or guardian, she uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. Once completed, the HLIS forms are then placed in the student's cumulative file and remain a part of the student's permanent record at Hillcrest. However, if the student's home language is English, the ELL Identification Process terminates at this step and Ms. Goncalves refers the student to a different Small Learning Community and Guidance Counselor. In the case that the student's home language is not English, the ELL Identification Process continues to Step 2.

### Step 2: Determination of NYSITELL Eligibility

At Hillcrest High School, for students whose home language is not English, the school administers a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, Ms. Goncalves determines whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling by: interviewing the student in both English and the home language and reviewing student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, Hillcrest uses age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, continue to step 3.

NOTE: If the student is determined to be an ELL, the information gathered in steps 1 and 2 are used to determine if the student requires further assessments for SIFE status.

### Step 3: Administration of the NYSITELL

For students who are eligible for the NYSITELL, Ms. Goncalves prints NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment as scanning beyond 10 school calendar days will result in noncompliance.

Our principal, David Morrison, orders NYSITELL exams through the NYSED portal. Ordering is ongoing throughout the year. Ms. Goncalves generates answer documents via an ATS printer.

Within 5 school days of ELL determination, Hillcrest High School informs parents of the results of the NYSITELL and ELL status using the

NYCDOE standard parent notification letters (in the parents' preferred language). Once a year, students and their parents are provided with an entitlement Letter, a non-Entitlement Letter, or a continued Entitlement Letter depending on the student's situation. If the student is 18 years or older, the student also receives a copy of the letter. All dated and signed letters are retained in the student's cumulative folder.

The NYSITELL is administered to all students no earlier than July 15. Hillcrest recognizes that compliance is determined by the NYSITELL scan date, not the bubble date; therefore, an administration of the NYSITELL that has a bubble date that predates the end of the 10-day testing window, but a scan date that exceeds the 10-day testing window will be considered out of compliance.

#### Step 4: Administering the Spanish LAB

At Hillcrest, all new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. Ms. Goncalves prints Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. At Hillcrest we fully realize that compliance is determined by the Spanish LAB scan date, not the bubble date.

#### Students Entering Hillcrest High School Who Were Enrolled in NYS Public Schools within the Preceding Two Years

For students coming to Hillcrest High School from a NYS public school (outside of the NYCDOE), the school contacts the sending NYS public school to obtain home language designation, NYSITELL (or LAB-R) and NYSESLAT results within 2 business days. The data request is made for any student entering a NYCDOE school who has been enrolled in a NYS public school within the previous 2 years. The data sent from the NYS public school must be on school letterhead and signed by the school principal. These data and related documents are placed in the student's cumulative folder and inputted into designated ATS screens. If the data are not received within 5 school days of enrollment, Hillcrest conducts the ELL Identification Process as outlined within this section and treat student as new to NYS and NYC. If Hillcrest receives ELL identification information from a previous NYS public school after it has implemented the ELL Identification Process, we input these data into ATS overriding our ELL identification results. Hillcrest High School has 30 school days (from initial enrollment) to input these data after which, subsequent receipt of ELL identification results will not be accepted. If the student is an ELL and has a home language of Spanish, we skip to Step 4 (administration of the Spanish LAB). If the NYS public school indicates the student is an ELL, Hillcrest conducts the parent orientation meeting.

Hillcrest requests from the NYS public school the following:

- Home language code and copy of the Home Language Identification Survey used
- LAB-R score and proficiency level
- NYSITELL score and proficiency level
- NYSESLAT score and proficiency level
- SIFE status

#### Students Reenrolling in Hillcrest High School

Students who reenter Hillcrest High School after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or Hillcrest High School. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the ELL Identification Process.

#### Home Language Code Inputting Errors

At Hillcrest High School, the Home Language Identification Survey is administered one time during the enrollment process. Therefore, upon enrollment and entry of the home language code, the home language code field is locked.

In the event that a clerical error is made, Assistant Principal ENL, Mr. Wasden, will send the following information and documentation to the senior ELL CPS for review:

- Copy of the original, completed, and signed Home Language Identification Survey
- A request to change the home language code

These requests can only be made by the principal or by the assistant principal with a cc to the principal.

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).

At Hillcrest, students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Hillcrest has 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Ms. Goncalves, our ESL/Bilingual Coordinator, follows all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, she proceeds with the SIFE Identification Process as outlined below for students who are

- Newly identified ELLs, and
- In grade 9
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

#### SIFE Identification Process

1. Ms. Goncalves administers the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, Ms. Goncalves administers the Literacy Evaluation for Newcomer SIFE (LENS)

Hillcrest High School fully realizes that the initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

At Hillcrest, NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT).

The Hillcrest LPT is comprised of:

- Russell Wasden, Assistant Principal ENL (Administrator)
- Helena Goncalves, ESL/Bilingual Coordinator (Certified ESL Teacher)
- Stacie Sugarman, Assistant Principal ISS (Administrator)
- Student's Parent or Guardian
- Qualified interpreter or translator of the language of mode of communication the parent or guardian best understands is present for all meetings of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years.

1. The LPT at Hillcrest determines whether the student should take the NYSITELL by considering evidence of the student's English language development, including, but not limited to the following:

- The result of Step 1 (see above)
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4, which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English:

- If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal, David Morrison, for review:

- The principal must accept or reject this recommendation

o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, we have 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed by Ms. Goncalves and placed in the student's cumulative folder. At Hillcrest, it is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. The LPT at Hillcrest does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE.

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.  
Within five school days after the NYSITELL is scanned and score is determined, entitlement letters are either given directly to the parents or mailed home in the parents' preferred languages. Additional copies are handed to students to be taken home in case the mailed letter does not reach the parents. In the event that we do not receive a form from parents indicating their choice in an ENL program, students from Spanish-speaking backgrounds are automatically programmed into our TBE (Spanish) program, as outlined by CR Part 154. Students without the form who come from language backgrounds other than English are automatically enrolled into our Freestanding ESL program. Copies of all entitlement letters, student class schedules, program selection forms, and the HLIS are kept on file in the ESL/BESIS Coordinator's office. Parent surveys are collected initially during registration and subsequently during PTA meetings, parent conferences, or by appointments with parents by ENL/Bilingual Coordinator.
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).

At Hillcrest High School, beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows Hillcrest, its parents, and its students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. At Hillcrest, the Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

Hillcrest will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days.

The Re-identification Process at Hillcrest High School consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. Ms. Goncalves, ENL/Bilingual Coordinator, conducts and reviews the results of a school-based assessment. This assessment was administered by Ms. Goncalves, who is a qualified personnel as defined by CR Part 154-2.2. The student is tested in listening, speaking, reading and writing in English.
7. Ms. Goncalves, ENL/Bilingual Coordinator, consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

## Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, David Morrison, 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 a qualified staff member in the school such as Russell Wasden, AP ENL or Helena Goncalves, ENL Coordinator, 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 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.

Copies of all letters used in this process are kept on file in the office of Ms. Goncalves, our ENL/Bilingual Coordinator.

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.

During the intake process, parents receive an overview of the different ENL programs offered through the DOE, and the two ENL programs that are offered at Hillcrest: Freestanding ENL or Transitional Bilingual Education (Spanish). This orientation, conducted by ENL Coordinator, Helena Goncalves, includes watching the DOE's video presentation in the parents' native language. After the orientation, parents choose the program that best fits the needs of their child, at which time they receive a description of the program that outlines the services they should expect from the school. Generally speaking, Spanish-speaking parents select our Spanish TBE program, as many wish to support their children's literacy needs in Spanish; a great number of these students are newcomers and arrive with varying degrees of literacy in their native language. Once a student has been placed in our TBE Spanish program, the ENL Coordinator administers the Spanish Language Assessment Battery (LAB) within the first ten school days of admission. She does the same with the students who select our Freestanding ENL program. As of February 1st, 2014, the diagnostic exam for incoming ELLs shifted from the LAB-R to the New York State Identification Test for English Language Learners (NYSITELL).

In the event that a TBE program that the parents have selected becomes available, correspondence will be sent in the parents preferred language indicating that the program is now available. This outreach will be conducted by the ENL/Bilingual coordinator, Parent Coordinator, Guidance Counselors and other personnel.

As stated in the Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

Every effort is made by Ms. Goncalves, ENL/Bilingual Coordinator, to ensure that Parent Surveys and Program selection forms are returned during the interview and intake process. In the event that these forms are not obtained during the intake process, three people (AP ENL, ESL Coordinator, and Global Citizens director) make outreach phone calls, emails, or letters home to make appointments with parents to bring these forms to us. Parent surveys are also collected during PTA meetings, parent conferences, or by appointments with parents by ENL Coordinator. If necessary, Humaira Abbasi, ENL Guidance Counselor, or Judy Cancel-Valerio, Spanish Bilingual Guidance, also do outreach with parents. Our Parent Coordinator, Bilquees Akhtar, also participates.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Every effort is made by Ms. Goncalves, ENL/Bilingual Coordinator, to ensure that Parent Surveys and Program selection forms are returned during the interview and intake process. In the event that these forms are not obtained during the intake process, three people (AP ENL, ESL Coordinator, and Global Citizens director) make outreach phone calls, emails, or letters home to make appointments with parents to bring these forms to us. Parent surveys are also collected during PTA meetings, parent conferences, or by appointments with parents by ENL Coordinator. If necessary, Humaira Abbasi, ENL Guidance Counselor, or Judy Cancel-Valerio, Spanish Bilingual Guidance, also do outreach with parents. Our Parent Coordinator, Bilquees Akhtar, also participates.

Hard copies of Parent Surveys and Program selection forms are kept in house and placed in all student folders in the office of the ENL/Bilingual Coordinator. Periodically, Ms. Goncalves analyzes data from these forms to indicate trends in Parental options. She is responsible for monitoring parent program choice and messaging those data to school administration and other relevant personnel.

In the event that a TBE program that the parents have selected becomes available, correspondence will be sent in the parents preferred language indicating that the program is now available. This outreach will be conducted by the ENL/Bilingual coordinator, Parent Coordinator, Guidance Counselors and other personnel.

As stated in the Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

Every effort is made by Ms. Goncalves, ENL/Bilingual Coordinator, to ensure that Parent Surveys and Program selection forms are returned during the interview and intake process. In the event that these forms are not obtained during the intake process, three people (AP ENL, ESL Coordinator, and Global Citizens director) make outreach phone calls, emails, or letters home to make appointments with parents to bring these forms to us. Parent surveys are also collected during PTA meetings, parent conferences, or by appointments with parents by ENL Coordinator. If necessary, Humaira Abbasi, ENL Guidance Counselor, or Judy Cancel-Valerio, Spanish Bilingual Guidance, also do outreach with parents. Our Parent Coordinator, Bilquees Akhtar, also participates.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In the event that we do not receive a form from parents indicating their choice in an ENL program, students from Spanish-speaking backgrounds are automatically programmed into our TBE (Spanish) program, as outlined by CR Part 154. Students without the form who come from language backgrounds other than English are automatically enrolled into our Freestanding ESL program. Copies of all entitlement letters, student class schedules, program selection forms, and the HLIS are kept on file in the ENL/Bilingual Coordinator's office.

9. Describe how your school ensures that placement parent notification letters are distributed.

Upon completion of the intake process, the ENL/Bilingual Coordinator sends each family a notification letter within five school days of testing the student to let the family know if the child is eligible for ENL services. In the case of a student with an IEP, this letter goes out within ten school days of testing. A copy of the letter is also given to students who are 18+ years old. Copies of these letters are retained in the student files.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Upon completion of the intake process, the ENL/Bilingual coordinator creates a separate file for each student who is eligible for ENL services. In this file, hard copies of the original HLIS, entitlement letters, parent notification letters, etc., are retained. Files are updated on an annual basis. Copies of the students' files are not created for storage purposes.

All relevant personnel in the building have access to ELL documentation, including but not limited to ENL AP, ENL teachers, content teachers of ELLs, guidance counselors, social workers, dean's office, and others.

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 Achievement Test (NYSESLAT) is the exam administered to all ELLs at Hillcrest High School (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Hillcrest High School is fully aware that it will not be penalized for administering the speaking section during the last 2 weeks.

In the event that a NYSITELL-eligible student enters the school during the NYSESLAT administration window, the student is first administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student is then administered the NYSESLAT to the extent possible.

Hillcrest High School administers the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. In order for students to receive a valid score, we administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students.

To ensure that schools are administering all parts of the NYSESLAT to all eligible students, the principal, AP ESL, and ESL Coordinator work to complete the following steps:

#### Step 1: Identify Eligible Students

- Our ENL/Bilingual Coordinator prints out the RLER report from ATS for a list of NYSESLAT-eligible students, and notes the number of NYSESLAT-eligible students at our school.
- Our ENL/Bilingual Coordinator identifies any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.
- Upon receipt of our NYSESLAT materials, our ENL/Bilingual Coordinator counts the number of booklets and answer documents. In the event that we do not have sufficient numbers of materials, the ESL/Bilingual Coordinator contacts our Borough Assessment Implementation Director (BAID);

#### Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion

- AP ESL ensures that staff administering the NYSESLAT who are not required to hold a bilingual or ENL license are still able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.

•To administer the speaking subtest during the administration window, the AP ENL and ENL/Bilingual Coordinator do the following:

- Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window.

•To administer the reading, listening, and writing subtests during the administration window, the AP ENL and ENL/Bilingual Coordinator do the following:

- We note that there are only 10 school days during which we may administer the non-speaking subtests; therefore, we plan accordingly.

- We assign a sufficient number of staff and adjust our school schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.

- We track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

• The AP ESL and ENL/Bilingual Coordinator follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

In addition to those steps listed above, the following activities happen for NYSESLAT each year:

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

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

Make-up dates for the NYSESLAT will occur in the last week of testing in May. During this time, Ms. Goncalves and AP ENL will test students who were not originally tested during the larger testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Students who come from linguistic backgrounds other than Spanish select our Freestanding ENL program. In their preferred language, parents are informed that they have the choice to transfer their child's application to a school that offers programs in their language. Based on the results of this exam, students are placed into appropriate classes and entitlement letters are either given directly to the parents or mailed home. Additional copies are handed to students to be taken home in case the mailed letter does not reach the parents. In the event that we do not receive a form from parents indicating their choice in an ENL program, students from Spanish-speaking backgrounds are automatically programmed into our TBE (Spanish) program, as outlined by CR Part 154. Students without the form who come from language backgrounds other than English are automatically enrolled into our Freestanding ENL program. Copies of all entitlement letters, student class schedules, program selection forms, and the HLIS are kept on file in the ENL/Bilingual Coordinator's office. Parent surveys are collected initially during registration and subsequently during PTA meetings, parent conferences, or by appointments with parents by Ms. Goncalves, ENL/Bilingual Coordinator.

As stated in the Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

Every effort is made by Ms. Goncalves, ENL/Bilingual Coordinator, to ensure that Parent Surveys and Program selection forms are returned during the interview and intake process. In the event that these forms are not obtained during the intake process, three people (AP ENL, ESL Coordinator, and Global Citizens director) make outreach phone calls, emails, or letters home to make appointments with parents to bring these forms to us. Parent surveys are also collected during PTA meetings, parent conferences, or by appointments with parents by ENL Coordinator. If necessary, Humaira Abbasi, ENL Guidance Counselor, or Judy Cancel-Valerio, Spanish Bilingual Guidance, also do outreach with parents. Our Parent Coordinator, Bilquees Akhtar, also participates.

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, the trends for program choices are:

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

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

## 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.

Freestanding English as a New Language (ENL) Program

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

Based on the results of the NYSESLAT and NYSITELL, students are scheduled for Entering, Emerging, Transitioning, and Expanding classes. Student in the Entering classes receive 720 minutes/week of ESL instruction (48 minutes x 3 classes x 5 days). Students in the Emerging and Transitioning classes receive 480 minutes/week of ENL instruction (48 minutes x 2 classes x 5 days). Students in Expanding classes receive 240 minutes/week of ESL instruction (48 minutes x 1 class x 5 days), in addition to being registered into ELA courses.

Students in both of our ENL programs receive ample minutes in ENL instructional, regardless of their proficiency levels. The additional time is utilized to develop reading fluency and vocabulary building through computer assisted programs and carefully scaffolded lesson plans. Content area classes benefit from the additional minutes as ENL language teachers review content-specific vocabulary and curricula with ELLs. ELLs reaching proficiency on the NYSESLAT are allowed to enter other SLCs in our school; however, they continue to be included in supplemental instructional programs such as our Title III PM activities. Furthermore, they receive accommodations during exams for two years after exiting the ENL programs. Mainstream

teachers are reminded to make dictionaries available to these students in their regular classes and to provide F-ELLs with additional time and, when necessary, additional listening comprehension.

At Hillcrest, Freestanding English as a New Language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in our freestanding ENL programs come from many different language backgrounds, and English is the only common language among the students. At Hillcrest, we have examples of both types of ENL as determined by CR Part 154:

- Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student does not receive stand-alone ENL in lieu of core content area instruction.
- Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. At Hillcrest, all ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

At Hillcrest, we use self-contained model: ELLs are grouped together in an ENL class, usually for the entire school day and for all content instruction.

b. TBE program. *If applicable.*

#### Transitional Bilingual Education Program (Spanish)

About 30% of our ELLs are enrolled in the Transitional Bilingual Education program. In addition to following the same track for ENL as stated above, students in this program are given 3 or 4 subject area classes with certified bilingual instructors who follow the Language Allocation Policy (LAP) of the school when conducting instruction in the students' home language. TBE classes include students from Spanish backgrounds who scored Entering, Emerging, Transitioning, and Expanding on the NYSESLAT 2015. Bilingual classes are taught in all major content areas with certified teachers who hold bilingual extensions. These currently include Social Studies (Global and US History), math (Integrated Algebra and Geometry), and science (Living Environment or Earth Science). Altogether, there are 12 bilingual classes at Hillcrest this year.

#### Home Language Arts (HLA)

Students enrolled in our TBE Program are provided with one (1) section of HLA every day. These classes are taught by certified instructors of Spanish. Students use the four modalities (listening, reading, writing and speaking) to interact with rigorous, grade-level materials in Spanish. All lessons are aligned to Common Core State Standards.

At Hillcrest, our transitional bilingual education (TBE) program in Spanish is designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievement. As students (all ELLs) develop English language skills, time in the home language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English with home language supports. To help with this, Hillcrest has created a consistent plan for the use of each language for instruction, and a supportive transition plan for students when they are transferred into the monolingual English program, as required in CR Part 154.

Our TBE program is predicated on transferring literacy skills from a student's home language to a student's new language (English). Students acquire literacy most effectively in the language most familiar to them. At Hillcrest, skills used in home language acquisition (e.g., making sense of print, using writing to communicate, playing with language structure, developing vocabulary) are skills that a student can use for faster and more successful acquisition of English literacy—a concept known as “linguistic interdependence.”

In our TBE program, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts.

TBE teachers are critical to ELLs' transition from home language to English since they serve as language models for both;

therefore, they must demonstrate strong academic language proficiency when delivering instruction in either language. Successful TBE teachers help students cultivate a strong appreciation for reading. These teachers ensure that ELLs are familiar and comfortable with reading by helping them develop strong literacy skills in their home language first. Also, TBE teachers are likely to instruct students with various levels of content mastery and literacy development. While variations are similar to those found in general education classrooms, TBE teachers face the additional challenge of gauging and instructing students with different proficiency levels in their home language as well as in English.

c. DL program. *If applicable.*

N/A

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)?

At Hillcrest High School, Freestanding ENL students who are at an Entering level of English are assigned 3 units of study per week. Altogether, they are given 2 classes in ENL and 1 class in Integrated ELA. Each class is 48 minutes long, totaling 720 minutes of English instruction per week.

Freestanding ENL students who are at an Emerging level and Transitioning level are assigned 2 units of study per week. Altogether, they are given 1 unit of study in an integrated ENL/ELA class, which meets 5 times a week for 48 minutes a lesson (240 minutes); they are also given a stand-alone ENL class for the same amount of time. In total, they have 480 minutes of English instruction every day.

Freestanding ENL students who are expanding are provided with 1 unit of study of an integrated ENL/ELA class. These courses meet 5 times a week for 48 minutes a session (240 minutes). In addition, these students are programmed for an additional English class each day with an ELA certified teacher.

Former ELLs (F-ELLs) are programmed for the same additional ENL/ELA integrated course as our expanding students.

For students who are in our Transitional Bilingual Program, one period of Home Language Arts (HLA) in Spanish is provided in their programs daily. These students study HLA for 240 minutes each week.

For students in our Transitional Bilingual Program who are entering, three (3) content area courses are taught in a bilingual setting: history, math and science. For emerging and transitioning students, at least two of three content area courses are taught in a bilingual setting. For expanding students, one content area course is taught in a bilingual setting. In every case, these courses are taught by teachers with subject specific license and certification. Furthermore, a majority of the teachers who teach bilingual education at Hillcrest have bilingual extensions.

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.

In both Freestanding ENL and in our Transitional Bilingual Program, content area teachers in history, math, and science focus on these key elements to make content comprehensible to our ELLs at Hillcrest, as well as help them meet the demands of the CCLS.

Our teachers:

- explicitly teach academic vocabulary
- integrate oral and written language instruction into content area teaching
- provide regular, structured opportunities to read for multiple purposes
- provide regular, structured opportunities to write
- capitalize on students' home language skills and knowledge

In content area classes at Hillcrest, we recognize the four levels of proficiency and literacy for ELLs—entering, emerging, transitioning, and expanding. Scaffolds are not included for students at the commanding level because students at that level may not need additional support. At Hillcrest, ELLs at all levels of proficiency have access to scaffolds that provide multiple means of representation, action and expression, and engagement. ELLs at the entering and emerging levels of proficiency have access to text and instructions in their

home

language as well as in English. In addition, they have sentence frames to help them respond to text-dependent questions posed throughout the lesson. ELLs at the transitioning levels of proficiency have access to sentence starters. All students at these levels, as well

as ELLs at the expanding level of proficiency, have access to word banks to help them engage in partner conversation and answer text-

dependent questions. Teachers differentiate further to meet the needs of students in their classrooms. For example, for students at transitioning and expanding levels of proficiency, teachers might reduce the background knowledge provided, vocabulary taught, and

supplementary questions asked and their use of other scaffolds such as graphic organizers that make content presented in a second language more accessible. For students at the transitioning and expanding levels of proficiency, teachers might provide students with text in their home language prior to reading the text in English even if the goal of instruction is English literacy.

At Hillcrest, the scaffolding methods used in our content area classes include teachers defining target words in context, teachers modeling

routines before students try them, students repeating target words and phrases, teachers providing pictures to accompany the target

words, and teachers using gestures and visuals to help reinforce word meanings. For ELLs, additional practice is very helpful, and we find

time to do this in our afterschool Title III, SIFE, and Title I activities.

In math at Hillcrest, we establish rigorous expectations for all learners, including English language learners (ELLs). Although these standards present challenges, they create opportunities to more fully incorporate ELLs into standards-based reform. The CCSS in mathematics include a focus on the mathematical content required for students at each grade level and also include Standards for Mathematical Practice that apply in different ways across all grade levels. The eight Standards for Mathematical Practice are the following:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

To help ELLs master these standards at Hillcrest, we make it a priority to have materials and methods that more fully support them in

acquiring grade-level knowledge and skills. Effective methods for enabling ELLs to meet the CCSS build on approaches that are effective

for all students, but they also provide additional support for ELLs who are learning content in an additional language.

The scaffolds we use are primarily useful for supporting student's receptive skills including their ability to process new concepts, organize

ideas, and acquire academic language including new linguistic structures. Other scaffolds are primarily useful in supporting student's

productive skills that include communicating their mathematical thinking as well as seeking clarification about math content or language

associated with math. These scaffolds may be used with ELLs at any level of English language proficiency, with variations in the levels of

support predicated on students' prior math knowledge and levels of English proficiency. At Hillcrest, we encourage collaboration between mathematics teachers and bilingual teachers or teachers of ENL who can support mathematics teachers in scaffolding math curriculum and instruction for English language learners.

In sum, our math teachers employ the following scaffolds in our classrooms on a daily basis to help our ELLs meet the rigors of CCLS:

- Explicitly teach academic vocabulary
- Integrate oral and written language instruction into content area teaching
- Concrete and visual models

- Graphic organizers and foldables
- Multimedia to enhance comprehension
- Structured opportunities to speak with a partner or small group
- Provide regular, structured opportunities to write
- Sentence frames
- Sentence starters
- Build background knowledge
- Focus on appropriate background knowledge for students
- Enhance and expand background knowledge for teachers
- Clarify content delivered in a second language
- Clarifying key concepts
- Teacher modeling and explanation
- Cueing
- Capitalize on student's home language skills and knowledge
- Use side-by-side texts
- Differentiate instruction for students at diverse levels of English proficiency

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

All students enrolled in our TBE Spanish program are given the Spanish LAB test every year. Furthermore, ELLs who have not met the language requirement for graduation are scheduled for language electives in Spanish, French or Latin. Each June we offer the LOTE exam to our students who speak Bengali, Punjabi, Hindi, Urdu, Arabic, etc.

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

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

Emerging: Focuses on phonetic awareness, listening discrimination and cooperative learning activities that facilitate speaking.  
Intermediate and Advanced: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions, and other academic skills.

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

Students are tested in all four modalities of English at least four times a year. We hold an annual NYESLAT predictive exam in late April, early, May to determine where students stand as they prepare to take the NYSESLAT. Prior to this testing, teachers informally test students in listening, reading, writing and speaking at least four times a year. Our school does not outsource our testing materials, everything is created in-house by teachers based on their current units and lesson plans. If necessary, students are testing using National Geographic's EDGE series, which tests students based primarily in history and science content using all of the four modalities.

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 status

#### Differentiation for SIFE

At the beginning of every semester, the AP ESL, the Director of Newcomers Institute, the ENL/Bilingual Coordinator and their related guidance counselors perform a needs assessment of all SIFE by analyzing data retrieved from ATS. Additionally, all ELL teachers conduct formal and informal formative assessments to identify students' skills and areas in need of improvement; included in this Inquiry Work is the identification of SIFE. Once students are identified and appropriately placed, lessons are designed to differentiate to meet these students' needs. Frequently this is accomplished through implementation of Tiered Instruction and additional scaffolding strategies. We have also incorporated Common Core Learning Standards (CCLS), Response to Intervention (RtI), the use of the Depth of Knowledge (DOK) charts, and multiple entry points. Finally, many teachers use technology to support students' needs in reading, writing and overall fluency. Purchased software and on-line subscriptions include Achieve 3000, National Geographic Edge online reading coach, and Castle Learning programs. SIFE are enrolled in supplemental PM and Saturday programs supported by our Title III, Bilingual Enrichment, and SIFE programs.

#### Differentiation for Newcomers

For our Newcomers at Hillcrest High School, we focus primarily on the language and literacy skills needed for content area learning. Teachers provide explicit instruction in language and literacy skills (e.g., vocabulary instruction) within the context of meaningful purposes for reading and writing (e.g., to learn about the human circulatory system or to write a persuasive essay taking a position on U.S. foreign policy). This content-based approach anchors instruction in the literacy demands facing students encountering middle and high school texts, rather than in the remediation of "basic" reading skills. In addition to the selection of which words to teach, the other important designing vocabulary instruction centers on striking a balance between direct teaching of word meanings in meaningful contexts and teaching word-learning strategies. Effective comprehension instruction at Hillcrest High School is explicit and purposeful, engages students actively, and promotes students' own understanding of the process of reading comprehension. Our teachers attempt to define, explain, discuss, and reinforce good comprehension practices in multiple contexts and across different types (i.e., genres) of text. At Hillcrest, our Newcomers also receive intensive instruction in writing for academic purposes. Effective writing instruction, like effective reading instruction, is guided by an understanding of the specific sources of students' difficulties and/or targeted skills for improvement. Writing instruction for our Newcomers is integrated with instruction in academic language and reading comprehension in order to provide the kind of repetition that all ELLs—but especially our Newcomers—require to develop proficiency in all aspects of literacy. This begins with systematic assessment of students' strengths and needs as well as ongoing monitoring of students' progress. Students with word-reading difficulties need targeted and explicit instruction in our after school Title III programs to promote their reading skills.

#### Differentiation for Developing ELLs

For our Developing ELLs, we create ENL classes that emphasize writing, academic vocabulary, active engagement, and oral language development. Explicit literacy development is also a major focus, with instruction in the academic uses of English, high-quality writing, extensive reading of relevant texts, a focus on active student engagement and accountable participation, and an emphasis on academic language and complex vocabulary. In our Freestanding ENL program, our students are mixed heterogeneously with strong native English speakers. We structure our courses around a set of consistent routines, and engage students in setting goals and developing study skills. These classes are based on English Language proficiency standards and are aligned with grade level Common Core Language Arts standards to scaffold the language demands and language development needed for our Developing ELLs success. For our Developing ELLs, we also insist on explicit academic language and literacy development across the curriculum. Our design for all classes involved explicit language development, with a focus on comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language. We strive to focus on academic language as needed for studying the specific academic content of the class. To supplement this, we use primary language literacy development through our Home Language Arts classes.

#### Differentiation for Long Term ELLs

To help our Long Term ELLs, we focus on the following six ideas: 1. Reading and writing in English, both in class and at home takes on an important role in our instruction for Long Term ELLs. To promote more reading and writing, students in this

subgroup are given double periods with Common Core-aligned reading libraries. Most teachers incorporate a "DEAR" protocol at least once a week where students "drop everything and read." These students are also programmed into our Reading Assistant program on line. 2. Receiving specific instruction of vocabulary with definitions in any subject area along with direct teaching of the meaning of terms in context and other uses of the words. 3. At Hillcrest, our Long Term ELLs are programed to work one-on-one with the teacher during our Thursday and Friday tutoring sessions. Students reported learning best when the teacher took the time to explain concepts or assignments individually, and then help them to complete the task. 4. Increased scaffolds such as modeling by the teacher also become more important for our Long Term ELLs. When the teacher modeled the task at hand with step-by-step instructions the students had a clear vision of what they needed to do and felt capable to complete the task. 5. Speaking with other students in English in all their classes builds oral English skills. 6. Taking learning seriously. Students reported that when they took the learning seriously. To increase this socio-emotional skill, we incorporate counseling by certified counselors for each of our Long Term ELLs.

#### Differentiation for Former ELLs (F-ELLs) for up to two years

Former ELLs (F-ELLs) at Hillcrest are provided with all testing accommodations that we give to our ELLs (extended time, use of bilingual glossaries and dictionaries, third read for listening passages.) These students are assigned to rooms that are separate from the larger group of students who are testing. According to the new Chancellor's Regulation CR Part 154, we also program these students for an additional period of English every day. For the most part, these are ESL classes taught by ESL certified instructors. Our ELLs also have access to all supplemental activities such as our Title III after school program. They are also invited to participate in our fieldtrips and other enrichment activities for ELLs.

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.

At Hillcrest High School, beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows Hillcrest, its parents, and its students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. At Hillcrest, the Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

Hillcrest will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days.

The Re-identification Process at Hillcrest High School consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status

or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

## Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, David Morrison, 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 a qualified staff member in the school such as Russell Wasden, AP ENL or Helena Goncalves, ENL Coordinator, 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?

To support our ELL-SWDs, we follow the following academic language development plan:

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

Entering: Focuses on phonetic awareness, listening discrimination and cooperative learning activities that facilitate speaking.  
Emerging and Transitioning: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions, and other academic skills.

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

Currently all materials for ELLs correspond to the expectations of the Common Core; therefore, each of our grade levels, 9th through 12th, receive rigorous, engaging materials that push critical thinking skills, metacognition, and other forms of higher learning. Although some argue that the material we are giving our ELLs is above their grade levels, we continue to provide "high expectations with high support" to ensure that our students become proficient in the skills necessary to compete in the 21st Century.

For our ELL-SWDs, services and resources are adapted in the following ways to correspond with their ages and grades, while

being appropriate to their cognitive needs: providing comprehensible input for all content areas, making lessons visual and contextualized, linking new information to prior knowledge, determining key concepts for the unit and define language and content objectives for each lesson, modified vocabulary instruction, use of cooperative learning strategies, modifications to testing and homework expectations.

Effective supports for our ELL-SWDs include but are not limited to: real-life objects, manipulatives, pictures/photos, illustrations, diagrams, drawings, videos, broadcasts, models, magazines, newspapers, materials in native language, charts, graphic organizers, tables, graphs, timelines, number lines, pairs/small groups, whole group instruction, peers and mentors.

Materials are selected to be age appropriate and grade level. High interest materials are also frequently selected.

Instructional materials for ELLs currently include several sets of textbooks for ELL-SWDs and in the content areas that meet the requirements of the Common Core such as the RIGOR series from National Geographic. In addition to these resources, we offer several digital / technological resources for ELLs such as National Geographic's Edge, Castle Learning, Achieve 3000, Reading Assistant, and Stem Math from MIND Research.

Materials that we use for Long-term ELL-SWDs include: Response to Intervention, English 3D parts I and II, Academic Vocabulary Tool Kit parts I and II, Renaissance Learning and Rosetta Stone.

Materials that we use for our SIFE ELL-SWDs include: SIFE curriculum from Engage NY, RIGOR science and math, Reading Assistant and MySci Learn digital activities, SIFE Bridges Curriculum in English, history, math and science, Oral Interview Questionnaire from NYC DOE along with Literacy Evaluation for Newcomer SIFE (LENS).

Materials that we use for TBE Spanish classes for ELL-SWDs in history, math and science as well as with our HLA curriculum include: Spanish Native Language Arts Curriculum Guide (SNLACG), Envision Math Spanish, Foss Science Online Resources in Spanish, Reflections Social Studies in Spanish, Horizontes by Santillana, Longman Math, Longman Science and Longman Social Studies in Spanish, Castle Learning in Spanish.

Materials that we use for ENL classes in history, math and science include: Longman Science and Longman Social Studies in Spanish, Castle Learning in English.

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?

#### Plan for ELL-SWDs

At Hillcrest, Global Citizens SLC specializes in meeting the needs of students who have recently arrived to the USA. Students in our SLC receive personalized instruction from pedagogues and counselors who are certified and trained to meet the needs of this unique subgroup. All teachers of students with IEPs have opportunities for additional professional development that further deepens their understanding and expertise. Teachers in Newcomers rely on research-based strategies and techniques such as sheltered instruction and QTEL (WestED) methodology to meet the needs of our students with IEPs.

Teachers have access to the IEPs, along with a variety of textbooks and other digital resources such as the Achieve 3000, Vision Literacy textbooks, EDGE textbooks, English 3D textbooks, Castle Learning Software, and the National Geographic Edge Online Coach Reading Fluency program. All of these resources are implemented according to SWD's proficiency levels and IEP recommendations.

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

Hillcrest High School ensures that flexible programming is used to maximize time spent with non-disabled peers. Whenever possible, ELL-SWDs are programmed for 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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

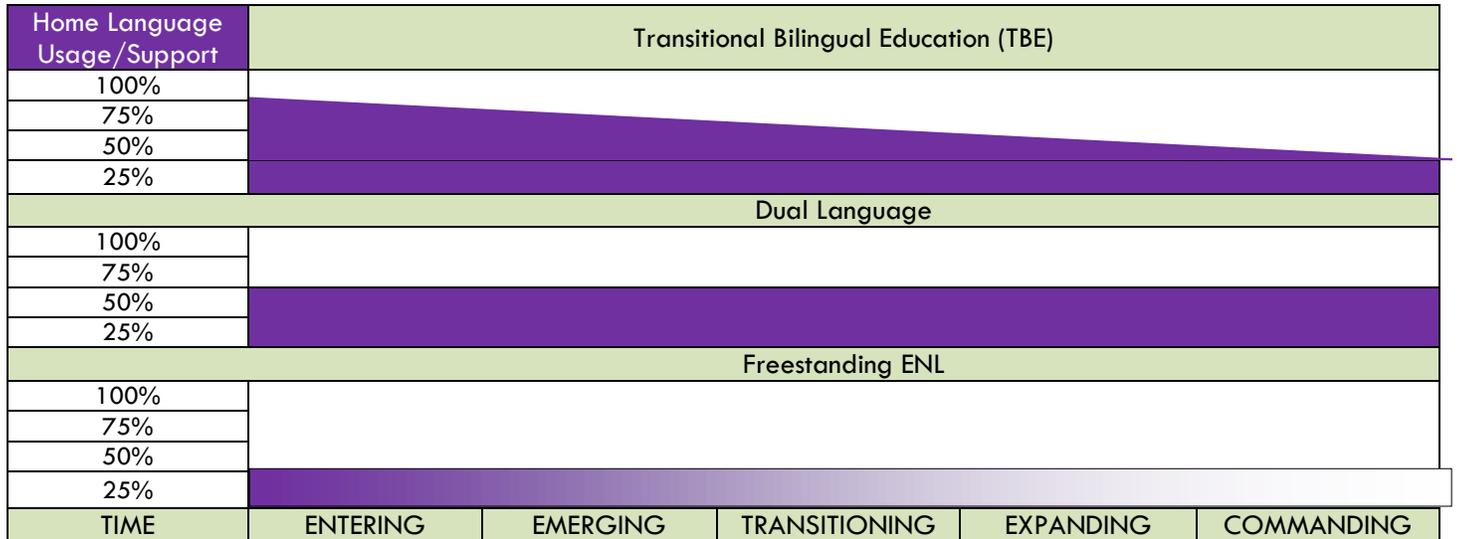


\*Note “other approved services” does not apply to New York City at this time.

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. Content area classes (history, math, science, technology, art, music and health) are provided to all ELLs by certified instructors who are trained in scaffolding, sheltered instruction, and other forms of instruction for ELLs. This year we will continue to implement the supplemental Title III, SIFE, and Bilingual Enrichment instructional and enrichment activities. ELLs are scheduled in two cohorts (2015-2016 and 2017-2018) for these instructional programs. Students receive instruction in content areas that are offered in addition to tutoring and regents preparation courses. Regents materials are available in every classroom and the computer online reading fluency coach is available to students in a computer lab and on newly purchased netbook computers and iPads. For the past three years, our SLC has had its own state-of-the-art computer lab, which is utilized by all major subgroups in our school. Finally, all newly enrolled ELLs attend the Title III summer program where ENL teachers engage in total immersion language acquisition activities in most of the major content areas.

Our intervention programs target both our ENL and TBE programs. For TBE Spanish, home language intervention is used for all history, math and science programs.

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

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

Data is reviewed at the end of each Marking Period and testing cycle. Teachers of English, history, math, and science work with their respective APs to analyze student results at least six times a year. Based on this analysis, students are reprogrammed if necessary to meet their academic needs. Teachers also adjust lesson plans to differentiate according to student needs.

Our school has a comprehensive process of testing students prior to the Regents. These periodic assessments are developed by the content area teachers and their respective APs, with the intention of differentiation when necessary for ELLs. Periodic assessments are given six times a year in each of the major content areas.

At Hillcrest High School, all ELLs are housed in our Global Citizens SLC. History, math, English and science teachers in our SLC are given as much training in ELLs as our ENL teachers. They learn scaffolding strategies and UBD procedures, among others. They are highly aware of the fact that they teach ELLs and need to differentiate accordingly.

On a larger scale, all teachers at Hillcrest are given training in ENL best practices as many of them teach F-ELLs throughout the school. We train these teachers upon hiring, as well as periodically throughout the year to ensure that all teacher know they are teachers of ELLs, and what the current best practices are for these students.

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

Throughout 2015-2016, the focus has shifted to major components of the Common Core. In particular, ELLs students will engage in text-based questions and analytical debate and discussion in the classrooms, creating claims, counter-claims, and supporting them. Textual evidence will be required for all discussions and written response. Teachers will select texts that contain higher levels of academic vocabulary while continuing to provided scaffolds and other forms of support.

To promote this learning, we have chosen to add Achieve 3000 to our list of online support for ELLs. Other programs include National Geographic's Edge series, J-map for math and science, and Castle Learning for all major subject areas. We will also be incorporating ST Math from MIND Research Institute, and Reading Assistant with MySci Learn.

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

Textbooks or programs that do not meet the needs of the Common Core will be removed from the curriculum.

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

Each Small Learning Community (SLC) at Hillcrest High School has 450 or less students and has its own theme, course offerings, teachers, and guidance counselors. Each of our eight 4-year SLC's is linked to career themes and has connections to the outside professional world. Our eight 4-year SLC's are: Academy of Media Arts & Music, Pre-Med, Theatre, Teachers of Tomorrow, Public Service & Law, Business / Technology (BIZ / Tek), and Health Sciences. Along with our SLC's, we have a most comprehensive Advance Placement or College Now Program. Over 950 students are involved in some level of Advance Placement or College Now Program, including our ELLs.

Extracurricular academic offerings at Hillcrest High School include but are not limited to: Virtual Enterprise, computer assisting design, software engineering, nurse assistant certification, Intel Research programs, Smith Barney Research Program, Mock Trial/Moot Court/Law Institute, CUNY College Now Programs with Queensborough and York College. Advanced Placement classes include calculus, statistics, biology, environmental science, government, US history, English Literature, Art History, Spanish literature and language, French language, and world history.

Extracurricular activities in sports include basketball, baseball, softball, volleyball, bowling, soccer, yoga, dance and cricket.

We have an active theater, media, arts and music program. Hillcrest High School sponsors at least eight major productions and presentations a year.

After school clubs include the Japanese Language Club, knitting, Christian Coalition, Robotics, among others

For all of these activities and events, ELLs and F-ELLs are invited to participate along with the mainstream students through morning announcements in multiple languages and flyers that are distributed in different languages as well. We have a notice board in Global Citizens' SLC office that invites students to participate in these extracurricular clubs and activities. This information is also periodically sent home to parents in their preferred languages.

ELLs and F-ELLs are an active presence in all of the major extracurricular clubs and activities in our school. We see them performing in arts and music, sports and clubs. Our cricket team, for example, is one of the best in the city, and it comprised almost entirely of ELLs and F-ELLs. Our baseball team is the same. Our ELLs have also excelled in our after school clubs. Most notably, our Robotics club recently won top awards for their work in robotics last year. Almost every member of this team is an ELL or F-ELL, which was recognized at our school's graduation and other end-of-year events.

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.

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

Materials that we use for Long-term ELLs include: Response to Intervention, English 3D parts I and II, Academic Vocabulary Tool Kit parts I and II, Renaissance Learning and Rosetta Stone.

Materials that we use for our Newcomer population include: Treasures English Language Development by Macmillan/McGraw-Hill, RIGOR science and math, Reading Assistant and MySciLearn digital activities.

Materials that we use for our SIFE population include: SIFE curriculum from Engage NY, RIGOR science and math, Reading Assistant and MySci Learn digital activities, SIFE Bridges Curriculum in English, history, math and science, Oral Interview Questionnaire from NYC DOE along with Literacy Evaluation for Newcomer SIFE (LENS).

Materials that we use for TBE Spanish classes in history, math and science as well as with our HLA curriculum include: Spanish Native Language Arts Curriculum Guide (SNLACG), Envision Math Spanish, Foss Science Online Resources in Spanish, Reflections Social Studies in Spanish, Horizontes by Santillana, Longman Math, Longman Science and Longman Social Studies in Spanish, Castle Learning in Spanish.

Materials that we use for ENL classes in history, math and science include: Longman Science and Longman Social Studies in Spanish, Castle Learning in English.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Currently all materials for ELLs correspond to the expectations of the Common Core; therefore, each of our grade levels, 9th through 12th, receive rigorous, engaging materials that push critical thinking skills, metacognition, and other forms of higher learning. Although some argue that the material we are giving our ELLs is above their grade levels, we continue to provide "high

expectations with high support” to ensure that our students become proficient in the skills necessary to compete in the 21st Century.

For our ELL-SWDs, services and resources are adapted in the following ways to correspond with their ages and grades, while being appropriate to their cognitive needs: providing comprehensible input for all content areas, making lessons visual and contextualized, linking new information to prior knowledge, determining key concepts for the unit and define language and content objectives for each lesson, modified vocabulary instruction, use of cooperative learning strategies, modifications to testing and homework expectations.

Effective supports for our ELL-SWDs include but are not limited to: real-life objects, manipulatives, pictures/photos, illustrations, diagrams, drawings, videos, broadcasts, models, magazines, newspapers, materials in native language, charts, graphic organizers, tables, graphs, timelines, number lines, pairs/small groups, whole group instruction, peers and mentors.

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).

We continue to implement the supplemental Title III, SIFE, and Bilingual Enrichment instructional and enrichment activities this school year. ELLs are scheduled in two cohorts (2015-2016 and 2017-2018) for these instructional programs. Students receive instruction in content areas that are offered in addition to tutoring and regents preparation courses. Regents' materials are available in every classroom and the computer online reading fluency coach is available to students in a computer lab and on newly purchased netbook computers and iPads. This year, the school provided our SLC with its own state-of-the-art computer lab, which is utilized by all major subgroups in our school. Finally, all newly enrolled ELLs attend the Title III summer program where ESL teachers engage in total immersion language acquisition activities.

19. What language electives are offered to ELLs?

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

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)?

N/A

## 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.)  
ENL and content area teachers who teach ELLs have several opportunities to participate in professional development throughout the school year. Our professional development plan includes instructional activities in our Common Planning Time, which focus upon questioning techniques, providing students with appropriate feedback, scaffolding strategies, using multiple entry points, Assessment for Learning (AFL), and incorporating Common Core Learning Standards. Regarding CCLS, we will incorporate professional development regarding academic vocabulary, text complexity, citing evidence from the text, and creating claims and counter claims. Additional topics will be developed as they pertain to the relevancy of the curriculum requirements and emerging students' needs. Focus Group meetings will be held daily during Common Planning Time. In these meetings, both ENL and content area teachers engage in Inquiry work to support students that rank in both the top and bottom thirds. Additional congruence and teacher articulation meetings are scheduled throughout the school year to discuss SIFE and ELL issues. Assistant principals and content academic specialists attend regional and national professional development conferences in order to turn-key current instructional practices to all school constituents.

For the past two years, we have fully implemented the DOE's Advance system, based on Danielson's Framework for Teachers, for further professional development and evaluation of teachers. As we implement this system, special attention is given to teachers who teach ELLs. Moving forward, we will continue to promote sheltered instructions for all ELL classrooms. Finally, ELL support staff will also participate in professional development programs and SLC seminars scheduled bi-weekly and conducted by designated assistant principal and academic specialists and outside vendors.

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

The calendar of Professional Development for all staff who interact with ELLs looks like:

November 3<sup>rd</sup> (Election Day) and June 9<sup>th</sup> (Brooklyn/Queens Day)

For at least one hour each PD day, all staff will be training in Translation and Interpreting services available to parents of ELLs. Participants in these PDs include but are not limited to: All ENL teachers, all content teachers who teach ELLs and F-ELLs, all ENL/Bilingual Coordinators, all Assistant Principals, all guidance counselors, all special education teachers who teach ELLs and F-ELLs, all school social workers and psychologists who work with ELLs and F-ELLs, all occupational/physical therapists who work with ELLs and F-ELLs, all speech therapists who work with ELLs and F-ELLs, all secretaries, and the Parent Coordinator.

Materials used to conduct these training sessions include a Translation & Interpretation brochure, Language ID Guide, Language Palm Card, etc. Furthermore, staff is trained how to access and use the on-going home language report produced and updated frequently by the ENL/Bilingual Coordinator via emails and on Skedula.

All personnel listed above receive a copy of the "I Speak . . ." card, which includes the phone number of over-the-phone interpretation. These resources are also listed and linked for immediate access by personnel on our school's website.

Using Title III Professional Development funds, all ENL teachers will meet weekly throughout the fall semester to develop materials for the English Common Core Regents exams. The bulk of the material will come from Engage NY and other certified Common Core vendors. Teachers will share best practices and lesson plans for this purpose.

Meeting days will be on Wednesday. PD sessions run from 2:51 pm to 4:51 pm. Dates for the Fall '15 professional development series are:

November 4<sup>th</sup>, November 18<sup>th</sup>, December 2<sup>nd</sup>, December 9<sup>th</sup>, December 16<sup>th</sup>,  
January 6<sup>th</sup>, January 13<sup>th</sup>, January 20<sup>th</sup>

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?  
As stated above, all ENL and content area teachers who teach ELLs have several opportunities to participate in professional development throughout the school year. Our professional development plan includes instructional activities in our Common Planning Time, which focus upon questioning techniques, providing students with appropriate feedback, scaffolding strategies, using multiple entry points, Assessment for Learning (AFL), and incorporating Common Core Learning Standards. Regarding CCLS, we

will incorporate professional development regarding academic vocabulary, text complexity, citing evidence from the text, and creating claims and counter claims. Additional topics will be developed as they pertain to the relevancy of the curriculum requirements and emerging students' needs. Focus Group meetings will be held daily during Common Planning Time. In these meetings, both ENL and content area teachers engage in Inquiry work to support students that rank in both the top and bottom thirds. Additional congruence and teacher articulation meetings are scheduled throughout the school year to discuss SIFE and ELL issues. Assistant principals and content academic specialists attend regional and national professional development conferences in order to turn-key current instructional practices to all school constituents.

For the past two years, we have fully implemented the DOE's Advance system, based on Danielson's Framework for Teachers, for further professional development and evaluation of teachers. As we implement this system, special attention is given to teachers who teach ELLs. Moving forward, we will continue to promote sheltered instructions for all ELL classrooms. Finally, ELL support staff will also participate in professional development programs and SLC seminars scheduled bi-weekly and conducted by designated assistant principal and academic specialists and outside vendors.

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

The calendar of Professional Development for all staff who interact with ELLs looks like:

November 3rd (Election Day) and June 9th (Brooklyn/Queens Day)

For at least one hour each PD day, all staff will be training in Translation and Interpreting services available to parents of ELLs. Participants in these PDs include but are not limited to: All ENL teachers, all content teachers who teach ELLs and F-ELLs, all ENL/Bilingual Coordinators, all Assistant Principals, all guidance counselors, all special education teachers who teach ELLs and F-ELLs, all school social workers and psychologists who work with ELLs and F-ELLs, all occupational/physical therapists who work with ELLs and F-ELLs, all speech therapists who work with ELLs and F-ELLs, all secretaries, and the Parent Coordinator.

Materials used to conduct these training sessions include a Translation & Interpretation brochure, Language ID Guide, Language Palm Card, etc. Furthermore, staff is trained how to access and use the on-going home language report produced and updated frequently by the ENL/Bilingual Coordinator via emails and on Skedula.

All personnel listed above receive a copy of the "I Speak . . ." card, which includes the phone number of over-the-phone interpretation. These resources are also listed and linked for immediate access by personnel on our school's website.

Using Title III Professional Development funds, all ENL teachers will meet weekly throughout the fall semester to develop materials for the English Common Core Regents exams. The bulk of the material will come from Engage NY Common Core curriculum and other certified Common Core resources. Teachers will share best practices and lesson plans for this purpose. They will also role model for one another the ways Common Core can best be taught to ELLs with appropriate scaffolds and other ENL-specific methodologies.

Meeting days will be on Wednesday. PD sessions run from 2:51 pm to 4:51 pm. Dates for the Fall '15 professional development series are:

November 4th, November 18th, December 2nd, December 9th, December 16th, January 6th, January 13th, January 20th

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

At Hillcrest, incoming 9<sup>th</sup> Graders are supported in a variety of ways as they transition from middle to high school. First, each August all students attend a required Open House for incoming 9<sup>th</sup> graders where they are given instruction in school rules, college readiness, and other important aspects of high school preparation. On an SLC level, our SLC Director, Ms. Ramjan, holds "Town Hall" meetings for all newly arrived students four times a year.

Our counselors meet with each incoming 9<sup>th</sup> grader as they arrive to pick up their programs, and a yearly meeting is held with the parents to discuss each students' progress toward graduation. Programming is taken seriously for our incoming 9<sup>th</sup> graders. We wait until NYSESLAT data from the previous spring arrives before we program students for the ENL and bilingual classes.

As Guidance Counselors play an integral role in this process, special professional development is given to our ENL and Bilingual counselors each year. Recently, our counselors attended multiple sessions on the requirements of the newly revised CR Part 154. Our counselors also attend PD offered by the Department of ELLs and Student Support several times a year to learn about the socioemotional needs of our students. Finally, we utilize Title I funding to provide counselors with additional ways to further develop their expertise and practice working with ELLs. For example, our counselors recently received training on how to deal with undocumented and unaccompanied minors from Central America. The numbers entering our 9<sup>th</sup> grade were higher than we had ever seen before, and handling this situation required new training and protocols that our counselors quickly became versed in.

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.

Hillcrest High School provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. At Hillcrest, for all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Records from these professional development meetings are kept with AP ENL, Russell Wasden. A binder of all agendas and sign-in sheets is maintained in his office. Furthermore, digital versions are also stored electronically.

## 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?

Our ENL/Bilingual Coordinator and guidance counselors individually meet with the parents or guardians of our ELLs at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes all school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program.

Per our Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

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.

Records are created for each annual individual meeting with ELL parents and stored with the ENL/Bilingual coordinator. These records include: all forms of outreach to bring parents to these meetings, agendas for each meeting, attendance at each meeting, and finally any follow-up corespondence that may result from the meeting.

Per our Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents play an integral role in their child's education at Hillcrest. Twice a year we have SLC activities aimed at getting parents into the school to participate in college-ready events and activities such as our Family Fun Night and Spring Field Day and Family Picnic.

The role of the Parent Coordinator is to organize all monthly Parent Association meetings. ELL parents participate in our monthly Parent Association Meetings. In fact, this year, the president of our PA is from a family of Former ELLs. PA meetings are venues for parents to provide viable input to school administration. During these meetings, the parent coordinator provides parents with questions and comment forms to be filled out and decisions are made by the school's Leadership Team to implement suggestions received from parents including ELL parents. Through the PA, we offer several classes in ENL, technology, and life skills for our ELL parents.

Using translation and interpretation resources, the Parent Coordinator lets parents know about all upcoming meetings and events using the home language of the students.

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

Per our Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all

levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Through DELLSS and other support organizations such as New Visions for Public Schools, we do collaborate with several community based organizations each year to help us provide workshops and services to our ELL parents.

Community organizations also help us support our families. The Forest Hills Community House works with the school to support students that may have family problems and to facilitate the integration of young immigrants in their communities. The School Leadership Team decides specific needs of parents and this information is shared with other school constituencies.

Per our Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

5. How do you evaluate the needs of the parents? Through our frequent interactions with parents, we are able to determine their wants and needs. Once we know what these are, we make every effort to fulfill those desires. For example, our school learning survey provides us with a lot of data to suggest how comfortable our ELLs and F-ELLs feel in their learning environments. Secondly, when we meet with parents during our annual meetings with ELLs we are able to talk to the parents to understand their needs.

The Parent Coordinator frequently discusses the state of the school with our ELL parents. From the Parent Coordinator's office, these parents are asked to respond to surveys at a least once a year. They communicate regularly with the Parent Coordinator using formal and informal methods such as interviews and out-reach phone calls.

Per our Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

6. How do your parental involvement activities address the needs of the parents? While we enjoy having "Family Fun Night" and "Spring Family Fun Day" with our parents and students, we ensure that along with these fun activities we offer essential skills to parents such as concepts involving college and career readiness, technology, use of Pupilpath and Skedula (our on-line student data trackers), etc. We also often bring in people from the outside to help inform our parents of life skills they will need to help their children be successful in school. These include but are not limited to ENL classes, technology classes, financial literacy classes, etc.

Using translation and interpretation resources, the Parent Coordinator lets parents know about all upcoming meetings and events using the home language of the students.

Per our Translation and Interpretation Plan, the Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

#### **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: Hillcrest High School****School DBN: 28Q505**

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)
David T. Morrison	Principal		10/19/15
Russell Wasden, AP ESL	Assistant Principal		10/19/15
Bilquees Akhtar	Parent Coordinator		10/19/15
Helena Goncalves	ENL/Bilingual Teacher		10/20/15
Desiree Cameron	Parent		1/1/01
Josue Barahona/Bil History	Teacher/Subject Area		10/20/15
Sally Maimran/ESL	Teacher/Subject Area		10/20/15
Nazila Ramjan, SLC Director	Coach		10/20/15
	Coach		10/20/15
Judy Cancel-Valerio	School Counselor		10/20/15
Juan Mendez	Superintendent		10/20/15
Samuel Rodriguez	Borough Field Support Center Staff Member <u>ELL Services</u> <u>Cord</u>		10/20/15
Tamara Davar	Other <u>ENL Teacher</u>		10/20/15
Tiffany Patterson	Other <u>ENL Teacher</u>		10/20/15
Eileen Elias	Other <u>ENL Teacher</u>		10/20/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **28505** School Name: **Hillcrest High School**  
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.learnedoe.org/tiu/lac](http://www.learnedoe.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

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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.

To best serve parents and students in our community who speak languages other than English, data is consistently collected, reviewed, and analyzed to determine the needs of our parents using the Home Language Identification Survey (HLIS), as well as home language as it is indicated in ATS reports. Student emergency contact cards are also reviewed at least once a year by the ENL/Bilingual Coordinator to determine the language needs of the students. In-house surveys are conducted every semester to determine the language needs of the students, particularly for testing.

AP ENL, SLC Director, and ENL/Bilingual Coordinator record all data into one spreadsheet that coincides with student programs/schedules and current level of ENL, along with their current grade level and official class. This record is shared frequently in hardcopy and digital form with school administration, testing coordinators, attendance teacher, Guidance Counselor, Dean's Office, Social Worker, secretaries, and other pertinent personnel around the building.

All ENL and content area classroom teachers who support ELLs have on-going methods to procure home language information on students. Teachers keep these records along with anecdotal and biographical records in our student data center, Skedula, and refer to them as needed throughout the school year.

After we cull data from the sources mentioned above, we use this data to ensure that all written and oral communication with parents is provided in the language that is requested. Using Title I translation and interpretation funding, we hire certified pedagogues, secretaries, and other members of our community to be present when translation and interpretation is needed. We also train our LCI, Parent Coordinator and others to know the languages that are required, and how to best meet the linguistic needs of our diverse population.

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

The following languages are recognized at Hillcrest High School. For each of these languages, a variety of translation and interpretation methods are used to best support our parents:

- 53% of our parents prefer written and oral communication in Spanish.
- 23% of our parents prefer written and oral communication in Bangla.
- 8% of our parents prefer written and oral communication in Arabic.
- 5% of our parents prefer written and oral communication in Haitian-Creole or French.
- 3% of our parents prefer written and oral communication in Urdu.
- 2% of our parents prefer written and oral communication in Russian.
- 2% of our parents prefer written and oral communication in Mandarin Chinese.
- 2% of our parents prefer written and oral communication in Greek.
- 2% of our parents prefer written and oral communication in other languages.

## Part B: Creating a Communications Calendar

- 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.)

The documents that are annually disseminated every year that require translation and the approximate dates they are distributed are:

Welcome letter for all students and parents	September 15th
Schedule of Parent Association Meetings	September 15th
Entitlement for on-going ELL services letters	October 1st (and on-going)
Non-entitlement letters for students who score Commanding	October 1st
Announcement of Parent-Teacher Meetings	October 15th and April 15th
After School Program Schedule and Information	November 1st and January 1st
Pre-regents Testing Information	January 5th and June 5th
Notices for annual meeting with parents	April 1st
Progress Reports	On-going
Letters from school administration	On-going
Disciplinary reports and suspension notices	On-going

For each of the events listed above, parent-facing documentation is created by in-house translators two

weeks prior to the event. If a document already exists in translation, copies of that document are published in the necessary languages one week prior to the event. If translations are not available, and pedagogues in the building are not able to accommodate these languages, the work is outsourced to an interpretation vendor at least two weeks in advance, or in a similar timely manner.

All documents are disseminated at the same time English versions are given to students and parents.

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.

Face-to-face meetings that typically occur at Hillcrest High School that may require interpreting services are:

Intake meetings with ENL/Bilingual Coordinator and/or other intake personnel  
Annual Meetings with parents in the spring with Guidance Counselors, SLC Director, AP ENL and other personnel  
Parent-Teacher Conferences, twice a year  
Parent Association Meetings, six times a year  
On-going outreach by Attendance Teacher, Guidance Counselor, and other personnel  
On-going disciplinary meetings with Guidance Counselors, Social Worker, and Dean's Office

If written documents such as invitation letters are required for the above events, the same process is used as described in Part B.1. of this document.

## **Part C: Providing Language Assistance Services**

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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.

As mentioned above, all necessary documentation is created by in-house translators two weeks prior to the event. If a document already exists in translation, copies of that document are published in the necessary languages one week prior to the event. If translations are not available, and pedagogues in the building are not able to accommodate these languages, the work is outsourced to an translation/interpretation vendor at least two weeks in advance, or in a similar timely manner.

All documents are disseminated at the same time English versions are given to students and parents.

The Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary. In the event that in-house personnel are not available, translation services will be provided by the Translation & Interpretation Unit or by an outside vendor.

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.

As mentioned above, all necessary interpretation is conducted by in-house interpreters by the personnel identified by the LCI. If appropriate interpreters are not available, and pedagogues in the building are not able to accommodate these languages, over-the-phone interpreters via the Translation and Interpretation Unit are used. If they are not able to accommodate our needs, outside vendors are also contacted.

The Language Coordinator, Parent Coordinator, SLC Director, SLC Guidance Counselors, and ENL/Bilingual Coordinator all work together to ensure that the linguistic needs of the parents are met on all levels. The school keeps a roster of all bilingual personal in the building to be called upon for translation and interpreting if necessary.

#### **Part D: Training Staff on Policies and Procedures**

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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 necessary personnel in the building (teachers, paraprofessionals, secretaries, administration, guidance counselors, social workers, dean's office, college office, etc.) receive annual training in the use of translation and interpretation systems, both in-house and those provided by the DOE. Materials used to conduct these training sessions include a Translation & Interpretation brochure, Language ID Guide, Language Palm Card, etc. Furthermore, staff is trained how to access and use the on-going home language report produced and updated frequently by the ENL/Bilingual Coordinator via emails and on Skedula.

All personnel listed above receive a copy of the "I Speak . . ." card, which includes the phone number of over-the-phone interpretation. These resources are also listed and linked for immediate access by personnel on our school's website.

This year, a portion of Election Day and Brooklyn/Queens Day Professional Development will center on the availability of translation and interpretation services in the school for all necessary constituents: pedagogues, paraprofessionals, secretaries, counselors, dean's, and other members of the community.

#### **Part E: Providing Notice of Language Assistance Services**

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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

As per Section VII of the Chancellor’s Regulation A-663, the school fulfills parent notifications in translation and interpretation by providing them with notification of:

- A welcome poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language Access Guide
- Language ID Guide at security desk, Main Entrance, Office, and the school building

Global Citizens, the Small Learning Community (SLC) at Hillcrest High School, also posts many of the documents needed by parents in multiple languages in the SLC Office. These documents are either translated by in-house personnel or are taken from the Translation and Interpreting Unit of the DOE. Translation and Interpretation brochures are also readily available in the office, along with “I Speak ...” Welcome cards.

At Hillcrest we post signs in Spanish, Bangla, Haitian Creole, Urdu, French and Arabic at the main entrance scanning area and in front of the main elevator indicating the availability of interpreting services to all parents. We also have recorded messages in the above mentioned languages. Our Safety Plan contains procedures for ensuring that parents in need of language support receive it. Interpreters are available to ELL parents for all Parent Association Meetings. All parents are provided with copies of Parents’ Bill of Rights and Responsibilities. The quarterly School Newsletter is also translated on a regular basis, and notifies parents of these and other related services.

**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)

Our school has several on-going mechanisms to gather feedback from parents on the quality and availability of translation and interpretation services. To begin, parents are informed of their rights during the intake process. We begin asking for feedback in this interaction. Second, parents are asked to provide feedback on the translation and interpretation services of the school during our annual meetings. Guidance counselors, ENL/Bilingual Coordinator, SLC Director, Social Worker and Dean's Office also regularly ask parents for feedback regarding the availability of services in their respective areas of the school. Finally, Global Citizens SLC disseminates a comprehensive survey to all parents at the end of each school year, asking for ways we can better serve the community regarding their right to availability of translation and interpretation services.

This year we will create a focus group of parents that includes parent representatives from all major languages and cultures in the school. This group will meet at least twice to discuss the current ways we are providing services in the school, and give us feedback on how to make these services better.