2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: *(i.e. 01M001):* 28Q505
School Name: HILLCREST HIGH SCHOOL
Principal: DAVID MORRISON
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
   - Section 5A Framework for Great Schools Element - Rigorous Instruction
   - Section 5B Framework for Great Schools Element - Supportive Environment
   - Section 5C Framework for Great Schools Element - Collaborative Teachers
   - Section 5D Framework for Great Schools Element - Effective School Leadership
   - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>HILLCREST HIGH SCHOOL</th>
<th>School Number (DBN):</th>
<th>28Q505</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>342800011505</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9 – 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>160-05 HIGHLAND AVENUE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Contact Person:</th>
<th>AMAR NEPAL</th>
<th>Email Address:</th>
<th><a href="mailto:ANEPAL@SCHOOLS.NYC.GOV">ANEPAL@SCHOOLS.NYC.GOV</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>DAVID T. MORRISON</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Michael Ferruso</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Melissa Marcus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Manny Digenakis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Deidre Titus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Elmer Gomez</td>
<td>Najia Sultana</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>28</th>
<th>Superintendent:</th>
<th>Richard Cintron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>335 Adams Street, Room 504, Brooklyn, NY 11201</td>
<td><a href="mailto:RCintro@schools.nyc.gov">RCintro@schools.nyc.gov</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent’s Email Address:</th>
<th>718-923-5124</th>
<th>Fax: 718-923-5145</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number:</td>
<td>718-923-5124</td>
<td>Fax:</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David T. Morrison</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michael Ferruso</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Melissa Marcus</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Deidre Titus</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Elmer Gomez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Naja Sultana</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Manny Digenakis</td>
<td>Teacher Representative</td>
<td></td>
</tr>
<tr>
<td>Becky Kim</td>
<td>Teacher Representative</td>
<td></td>
</tr>
<tr>
<td>Sherifat Sadiq</td>
<td>Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Randy Persaud</td>
<td>Student Representative</td>
<td></td>
</tr>
<tr>
<td>Dawa Sherpa</td>
<td>Student Representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillcrest is a STEAM (Science, Technology, Engineering, Arts, and Mathematics) school that proudly offers its students a world-class education with a dynamic faculty and challenging curriculum. Hillcrest’s mission is to ensure that our students get the benefits and warmth of a small school setting with our eight Small Learning Communities all within a large comprehensive high school that offers Advanced Placement classes and one of the largest College Now programs in New York City. Every student enters one of our SLCs which is run by one teacher-leader, one school</td>
</tr>
</tbody>
</table>

2018-19 CEP
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 School Quality Guide, where we scored an 4.30 in the area of Rigorous Instruction and a 3.51 in Teacher Collaboration. In the areas of Family-Community Ties and Trust we scored a 3.23 and 3.63 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). 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)with **NYS CTE Endorsement**
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. NASA Research Program (STEM)
9. Smith Barney Research Program
10. Model UN
11. Mock Trial/Moot Court/Law Institute/Youth Court
12. A wide range of varsity and intramural sports and clubs
13. CUNY College Now classes in partnerships with York College AND Queensborough Community College
14. 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.

### Awards and Distinctions received by Hillcrest Students

7 NY Times Scholarship Semi-Finalists
17 Scholarships for Academic Excellence
2 Albert Shanker Scholarship winner
QuestBridge Scholarship to Yale University
QuestBridge College Prep Scholars
Ronald McDonald Scholarship
Macaulay Honors College Scholarship
Dean’s Scholars to CUNY
New Vision Scholarship
New York Times Scholarship Recipient
SAYA Recipient
Posse Scholarship Recipient
3 New York University Acceptances with 4-year Tuition Scholarships
African American Heritage Scholarship
Thurgood Marshall College Fund Scholarship
Civil Aid Services Scholarship Recipient

$19,900,985 in additional scholarships awarded to Hillcrest High School students.

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.”

3. Describe any special student populations and what their specific needs are.

**English Language Learners**

Located in Jamaica, Queens, the most ethnically diverse region in the United States, Hillcrest High School supports a student body population of around 3,300 students. Of these, an average of 1,700 (over 50%) come from homes where English is not the primary language. Within this group, around 650 students are currently eligible for ENL support. Approximately 100 are former English Language Learners (F-ELLS), and 550 are current English Language Learners (ELLS).

Our ELLs are comprised of many subgroups. Our ENL Program uses these categories to provide individualized, differentiated support for all students:

**Former English Language Learners (F-ELLS)**

As stated above, 100 of our current ELLs are F-ELLS, or students who have received either a Commanding level (CM) on the most recent two years of NYSESLAT, or they have scored Expanding level (EX) and a passing level on the Common Core English Language Arts (CC ELA) regents exam. These students are provided with at least 90 minutes of integrated ENL co-teaching per week according to the regulations in CR Part 154.2.

**Students with Interrupted/Inconsistent Formal Education (SIFE)**

For over a decade, Hillcrest has supported around 200 SIFE each year in our program. Recently, our numbers of SIFE have dropped based on the new demographics and descriptions of SIFE per CR 154.2. Nevertheless, we continue to support our SIFE through full adherence to ENL programming as well as providing a robust Title III after school program and Saturday Academy. Within these supplemental programs, we also offer personal training and assistance with college applications, life skills, and leadership opportunities with programs such as Council for Unity (CFU). SIFE are also given multiple opportunities each year to enrich their understanding of American culture and society through...
college visits, trips to Broadway and other art venues, and out-of-state, over-night trips to places with extensive history such as Washington D.C., Boston, and Philadelphia.

**Refugees**

In the past few years, the numbers of students who come to us through our zoned Refugee Centers has increased dramatically. Last year (2016), almost 100 students came to us via the Refugee Center from various parts of Central America and Southeast Asia. While similar in many respects to SIFE, these students also have the added challenge, in most instances, of also travelling undocumented and unaccompanied by family members. Placed with sponsors, many students struggle with attending school full-time while finding ways to support their daily needs. Clearly, our refugee students need our support from a variety of angles, particularly socio-emotional. We utilize our extra funding to the best of our ability to provide counseling, supplemental courses, leadership opportunities, College Now programs, etc., to this subgroup of our population.

**Long Term ELLs**

Approximately 40% of our ELLs are not on track for graduation. Most of these students are also not making sufficient progress on their yearly NYSESLAT scores. To meet the needs of these students, we provide them with many of the services listed for other subgroups above along with regular meetings with our SLC director, bilingual guidance counselors, Parent Coordinator, ENL/Bilingual Coordinator, Attendance Teacher. Long-term ELLs are also provided with special courses inside our program to address their academic and social needs.

**Transitional Bilingual Education (TBE) Program: Spanish**

Students who opt to be in our bilingual Spanish program are provided at least two content classes (history, math, and science) in Spanish. These courses determine language use and other forms of pedagogy based on our Language Allocation Policy (LAP), with an understanding that in these classes students will learn in both Spanish and English with a gradual progress toward English development. Furthermore, students in this program are given a Home Language Arts (HLA) course in Spanish, which emphasizes culture, history and art from the Spanish-speaking parts of the world.

**Transitional Bilingual Education (TBE) Program: Bengali**

For the first time this school year, Hillcrest High School will provide a TBE program in Bengali. Currently we are offering math and history in Bengali, along with guidance from our bilingual Bengali counselor. Moving forward, we will add a science component as well as a Home Language Arts (HLA) series to these course offerings.

**Students with Individualized Education Plans**

Hillcrest High School has an inclusive environment to support our students who learn “differently” in the classroom. We provide over 12 sections of SETSS classes for our IEP students that are educated in the general education classroom, as well as over 55 sections of Integrated Co-teaching (ICT) classes to support students in regents level courses. In addition, we offer self-contained classes for our struggling 9th and 10th graders in required core regents courses. During the time students are in the self-contained classes they are continuously being assessed and moved to ICT and general education classes based on their abilities. This allows all students the opportunity to learn in their least restrictive environment. Hillcrest also offers IEP students who are not successful with their first attempt at taking required regent exams the chance to take self-contained “skills” classes in their individual areas of need or SETSS classes for addition help before taking the exam again. In addition, to ICT, self-contained, and SETSS, Hillcrest has two complete sections (5 course each) of Alternate Assessment students. This provides students that may not be on a regents or local diploma track the opportunity to learn in a community school with additional supports. All students
with IEPs have two dedicated guidance counselors and a transition coordinator to assist them in completing their high school education and transitioning to meet their post secondary goals.

4. Identify 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 has made great strides in the Framework elements related to Rigorous Instruction and creating a Supportive Environment. This is evident in the feedback from the Quality Review and results from the School Quality Guide. For the upcoming school year we will continue to encourage our students and staff to demonstrate a growth mindset. The theme for this year is “Nurturing Persistence Every Day”, this theme will be evident in this year’s instructional focus on assessment and feedback.
### School Demographics and Accountability Snapshot for 28Q505

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>3367</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>188</td>
<td>291</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>106</td>
<td>28</td>
<td>203</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>19</td>
<td>2</td>
</tr>
</tbody>
</table>

#### # Foreign Language

| 77 |

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.0%</td>
<td>85.3%</td>
<td>74.6%</td>
<td>6.7%</td>
<td>16.2%</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9%</td>
<td>29.0%</td>
<td>33.4%</td>
<td>30.0%</td>
<td>3.6%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th># of Assistant Principals (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.66</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>% Teaching with Fewer Than 3 Years of Experience</th>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>11%</td>
<td>5%</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>84%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>U.S. History Performance at Levels 3 &amp; 4</th>
<th>4 Year Graduation Rate</th>
<th>6 Year Graduation Rate (2011 Cohort)</th>
<th>Regents Diploma w/ Advanced Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>80%</td>
<td>69.3%</td>
<td>83.0%</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Reward

<table>
<thead>
<tr>
<th>No Recognition</th>
<th>No</th>
</tr>
</thead>
</table>

#### In Good Standing

<table>
<thead>
<tr>
<th>Yes</th>
<th>Local Assistance Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
</tr>
</tbody>
</table>

| No | No |

#### Priority School

<table>
<thead>
<tr>
<th>No</th>
<th>Focus Subgroups</th>
</tr>
</thead>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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 assessment/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.
- Teachers use empirical data sources (Skedula/Department Scholarship/Formative and Summative Assessment to inform rigorous instructional practices
- Teachers inform students, through clear expectations (i.e., syllabi, uniform grading policy, department grading policy) about progress in meeting standards

In addition we revised our school wide instructional focus for the 2018 - 2019 school year:

**Hillcrest’s Instructional Focus**

If students are provided with meaningful feedback and multiple opportunities to effectively revise their work as well as monitor their own progress, then they will be empowered to improve their work.

**Students will:**

- Self-assess/peer assess based on assessment criteria.
- Revise and reflect on their results on assessments
- Track their data on assessments and set goals to improve their performance
Teachers will:

- Promote and model a growth mindset.
- Provide rubrics that outline clear assessment criteria.
- Provide small group instruction and one-to-one conferences with students.
- Provide timely, specific and accurate feedback to students so that they have opportunities to make revisions and move toward next steps.
- Incorporate checks for understanding (turn & talk, entrance tickets, exit tickets).
- Plan a variety of learning activities that have multiple entry point to increase student engagement during independent work.
- Engage students in meaningful discussions so that the teacher serves as the facilitator, while asking questions that elicit evidence of students’ understanding.

Principal/Assistant Principals will:

- Provide timely and specific feedback to teachers about their instructional and assessment practices.
- Provide professional development opportunities focused on growth mindset, assessment, and feedback that are tailored to teachers’ needs.
- Create and monitor systems and structures to ensure that teachers are using assessment data to provide students with the supports needed to make progress and maintain a growth mindset.

Student achievement data has improved, but there is still a need to focus on teacher performance and classroom instruction so we can close the credit and regents 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 71% of the graduating Cohort.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

A successful school requires classrooms where strong curricula, aligned to the Common Core, challenges students, scaffolds their experience, and is enlivened by educators who are engaged with their craft. Rigorous instruction aligns practice and content to Common Core strategies within and across grades. The results of this work is seen in a school’s graduation rate. In comparing the 2017-2018 graduation rate (71% ), to the projected 2018-2019 graduation rate, by August 2019 our school graduation rate will have increased by 3%.
### Part 3a – Action Plan

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

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>Start date: October 2018. Mid-point check: January 2019, End date: May 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
</tbody>
</table>

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. Observation will be followed by meaningful feedback 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.

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.

Provide professional development to teaching staff and support staff in terms of providing varied entry points for at-risk, SWD and ELL students.

Provide time for ICT pairs to collaborate and plan effective classroom instruction that meets the needs of our special populations.

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.

---

2018-19 CEP

18
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Utilizing parent workshops, mailings, notices, emails and individual SLC parent meetings, we will provide students and parents with information beginning in the 9th grade pertaining to Regents and Advanced Regents diploma requirements. Progress towards graduation requirements will be monitored and shared with students and parents via Pupil Path, Open School meetings, progress reports and individual parent conferences. These activities will be start in September and continue throughout the year. Our Parent Coordinator, SLC Directors, and Guidance Counselors are the key personnel responsible for implementation and monitoring.

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.

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.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By the end of January 2019, the data should reveal at least a 75% “on-track for graduation” based on Fall term report cards and January 2019 Regents Results.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The instruments of measure will be marking period data and Regents data.

Part 5c. In February 2019, 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

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |
| 3. What policies, practices, and structures are in place to ensure you are supporting the whole child? |

The following data from the 17-18 NYC School Quality Guide identifies the satisfaction level of students at Hillcrest High School in the area of supportive environment - personal attention and support:

Personal Attention and Support - Overall Response was 61%

Specific Questions that resonated with the School Leadership Team during the needs assessment:

- 62% of students say that teachers help them catch up if they are behind. (Q3a)
- 59% of students say that teachers notice if they have trouble learning something. (Q3b)

The School Leadership team analyzed Hillcrest’s New York State Report Card and surfaced that their is a need to provide additional support to our male students. We noted the gap in the graduation rate when comparing our males to our females:

- **MALE - FOUR-YEAR GRADUATION-RATE (Class of 2016): 62%**
- **FEMALE - FOUR-YEAR GRADUATION-RATE (Class of 2016): 81%**

This student data above indicates that there needs to be a focus on improving how we support all students who are struggling as well as the male students who are not engaged in the school community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, the school’s focus on assessment and feedback at the classroom level, growth mindset, and targeted activities and recognition of our male students will result in a 10% increase by students on the Personal Attention and Support section of the NYC School Survey.
### Part 3a – Action Plan

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

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide push for various forms of formative assessment embedded in all instruction.</td>
<td>Students who have not met with mastery</td>
<td>Start date is October 2018 Midpoint is January 2018, End date is May 2019</td>
<td>Teachers, guidance counselors, Assistant Principals, SLC Directors</td>
</tr>
<tr>
<td>During Department Common Planning Time, teachers conduct inquiry cycles and set up consistent conferences with targeted, struggling students to identify and prescribe ways to develop specific skill deficiencies</td>
<td>Targeted credit and regents deficient students who have not met with mastery</td>
<td>Start date is October 2018 - Midpoint is January 2018, End date is May 2019</td>
<td>Teachers, guidance counselors, Assistant Principals, SLC Directors</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Throughout the year we will strengthen use of Datacation/Skedula/PupilPath as a uniform on-line grade book for increased communication with staff, students and parents regarding student progress and achievement of standards and learning goals. Assistant Principals and teachers will be responsible for implementation and oversight.

### 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.

We will schedule a number of Town Hall meetings to ensure student’s voices are heard. Additionally each SLC will create a student council. Per-Session will be allocated for Professional Development focused on feedback, assessment, and growth mindset.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

We will monitor the progress of this goal by reviewing the results of the 2018-2019 School Quality Guide, incident data and internal survey data collected from the student leadership classes. We will also monitor MOTP evaluation results in competency 2A, 2D and 3C (Advance). Each data point will be measured against the same data as compared to one year prior. The mid-year benchmark should indicate that there is at least a 3% improvement in each area related to creating a Supportive Environment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The instruments of measure will include MOTP reports and student surveys.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**At Hillcrest, structures are in place so teacher collaboration is a culture rather than a practice. However the feedback from our last Quality Review identified element 4.2: "Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning" as an area of focus. In addition, according to data from our School Performance Dashboard students earning 10 or more credits has dipped below the borough average for years one, two and three:**

| HS - Credits Year 1 - 80.2% |
| HS - Credits Year 2 - 67.9% |
| HS - Credits Year 3 - 74.2% |

In addition Hillcrest, in collaboration with the UFT, has opened a Teacher’s Center and has hired a Peer Collaborative Teacher who will support their colleagues through focused coaching, inter-visitations, and designing meaningful opportunities for growth.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 19, teachers will collaborate utilizing an inquiry process for the review of data to inform instructional and curricular decisions, leading to a 5% increase in credit accumulation in years one, two and three.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All Students</td>
<td>Start date: October 2018. Mid-point check: January 2019 End date: May 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>Start Date: Sept 2018 End Date: June 2019</td>
<td></td>
</tr>
<tr>
<td>Students in all academic and elective courses</td>
<td>Start Date: Sept 2018 End Date: June 2019</td>
<td>Entire Hillcrest Community</td>
</tr>
</tbody>
</table>

- Provide after school and Saturday tutoring programs so that students have access to academic support.

- Principal will conduct bi-weekly instructional cabinet meetings focused on trends in observation reports and curriculum implementation.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Provide professional development to families regarding graduation requirements during Parent Teacher Conferences and PTA meetings. Invite families to the individual student conferences that take place on Tuesdays.

### 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.

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.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th>X</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 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. In addition, credit accumulation will be analyzed to measure improvement and inform planning for the Spring Term.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure will be the Advance MOTP observation reports and marking period data.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Evidence has shown that most areas of student data have improved over the last ten years but there is still a need to focus on teacher performance and classroom instruction, so we can continue to close the gaps on student achievement and prepare students for the challenges of post-secondary education and careers. Reviewing the MOTP data from the 2017-2018 school year, we have discovered deficits in the areas 1e Designing Coherent Instruction, 3B Using Questioning and Discussion Techniques, 3C Engaging Students in Learning and 3D Using Assessments in Instruction. Uniform or common assessments are being utilized, created and analyzed in an effective manner, but the day to day formative assessment in the classroom needs to be improved. The challenges discovered in 3D have a strong effect on the other three competencies.

In addition, the recent 2015-2016 Quality Review findings identified 4.2 as an area of focus. Highlighting the need to continue to ensure the majority of teachers are engaged in structured, inquiry-based professional collaborations. This feedback was also supported by teacher responses to the Effective School Leadership questions from the latest School Quality Guide:

- 91% of teachers agreed or strongly agreed that, at their school, the principal/school leader encourages feedback through regular meetings with parent and teacher leaders. (Q9e)
- 79% of teachers reported that they have a moderate to great deal of influence over school policy in the area of selecting instructional materials used in classrooms. (Q12c)
- 84% of teachers reported that they have a moderate to great deal of influence over school policy in the area of developing instructional materials. (Q12d)

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By May 2019 the supervisory staff of Hillcrest High School will have conducted 100% of the required cycles of observations. Feedback will be timely, specific, and include actionable next steps, specifically in the area of assessment (3D). We will utilize this goal to strengthen teacher practice in the area of formative assessment due to its direct impact on student achievement. As a result, 85% of the teacher observation ratings in component 3D, will be effective or highly effective, by June of 2019.
### Part 3a – Action Plan

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

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Sept 8th-Oct 28th</td>
<td>AP Supervision, Principal</td>
</tr>
<tr>
<td>TIP Teachers, newly assigned teachers to the school</td>
<td>Cycle 1 - Oct-Nov Cycle 2 Dec-Jan Cycle 3 Feb-March Cycle 4 April-May</td>
<td>AP Supervision, Principal</td>
</tr>
<tr>
<td>All teachers</td>
<td>October - May</td>
<td>AP Supervision, Principal</td>
</tr>
<tr>
<td>All teachers</td>
<td>October - May</td>
<td>AP Supervision, Principal</td>
</tr>
</tbody>
</table>

Finalize 100% of IPC meetings. Including teacher observation choice and goal setting,

Plan and implement observation cycles, that coincide with our bi-weekly department meetings and professional development. Including robust series of meetings with TIP teachers and those in need of support.

During CPT department meetings AP’S review MOTP data and highlight trends and discuss best practices for teacher support.

Throughout the school year AP Supervisions will implement a cycle of observations that will include observations, actionable feedback and timely follow-up.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Provide professional development to families, (both at a PTA meeting and other parent workshops), in terms of the teacher evaluation system, the Danielson framework and the expectations of the Common Core Standards.

### 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.
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.

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|---|---|---|---|---|---|---|
| X | Tax Levy | X | Title I SWP |  | Title I TA |  |
|  |  |  |  |  |  |  |
| X | C4E |  | 21st Century Grant |  | SIG |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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.

Teacher mid-year conferences will be held during Regents week when teachers are not proctoring or grading. By midyear, the data should reveal that 90% of the staff has received improved MOTP ratings in two out of the 3 competencies listed above in the goal. On-going monitoring of teacher progress will take place during one-to-one meetings with the assistant principals in charge of instruction.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure to assess progress will be the feedback found in the MOTP observation reports.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The following data from the 2017-18 School Quality Guide reports the satisfaction level of parents at Hillcrest High School in the area of Strong Family and Community Ties:

- Outreach to Parents - 87%
- Parent Involvement in School - 76%

This parent data above indicates that there needs to be a continued focus on improving how the school community provides parents with the resources to support their child's educational progress, specifically parents of our English as a New Language Learners (ENL).

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

June 2019 the Framework for Great Schools Report will indicate that at least 90% of the parents are satisfied with in the area of Strong Family and Community Ties - Outreach to Parents.
### Part 3a – Action Plan

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

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer ESL classes to parents during the school week in the evening rather than or in addition to Saturdays @ Hillcrest</td>
<td>All parents October, 2018 through June 2019.</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Survey parents for what they would like school to offer in the evening, in addition to ESL classes.</td>
<td>All parents October 2018 through June 2019.</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Strategically use Title 1 Funding to support parents in accessing resources for their children.</td>
<td>Bottom third academic achievers of the SLC’s. October 2018 through June 2019.</td>
<td>Guidance Counselors and Directors during CPT.</td>
</tr>
<tr>
<td>Create a network to connect to parents of children in the bottom third of the class in order to provide them with the resources needed to enhance academic achievement (SLC Level).</td>
<td>All Students October 2018 through June 2019.</td>
<td>Guidance Counselors, Directors, and all other support staff.</td>
</tr>
<tr>
<td>Thrive NYC will be used to provide families with resources to promote awareness of potential mental health issues that could impede student success.</td>
<td>All Students October 2018 through June 2019.</td>
<td>Guidance Counselors, Directors, and all other support staff.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| Thrive NYC |

### 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.

Resources will come out of Title 1 funds for supporting the parent groups. Thrive NYC will provide resources to students and families to promote mental health.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td></td>
<td>21st Century Grant</td>
</tr>
</tbody>
</table>
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.

Progress will be accessed at mid-year (January 2018) based on numbers of parents attending evening/Saturday classes and other school functions.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets from Parent classes and survey results.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>1. Marking period data</td>
<td>N/A</td>
<td>1. Targeted English Tutoring of students identified for Saturdays@Hillcrest</td>
<td>1. One-to-one, Small group tutoring</td>
</tr>
<tr>
<td></td>
<td>2. Regents scores</td>
<td></td>
<td>2. Thursday and Friday Tutoring.</td>
<td>2. One-to-one, Small group tutoring</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>1. Marking period data</td>
<td>1. Three Semester Math Tracks in Integrated Algebra and Geometry that focus on skill-building, extra practice and review of key skills.</td>
<td>ŠStudents programmed according to historical information receiving 5 periods of instruction per week for 1.5 years.</td>
<td>ŠStudents are programmed for small group session outside of their regular scheduled classes. Licensed teachers provide tutoring and office hours 7 periods a day-2days per week (Thursday and Friday).</td>
</tr>
<tr>
<td></td>
<td>2. Regents scores</td>
<td></td>
<td></td>
<td>Students receive instruction from Monday-Friday and are invited to partake in office hours with a teacher</td>
</tr>
<tr>
<td></td>
<td>3. Students at risk for credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Social Studies</td>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Marking period data</td>
<td>1. Marking period data</td>
<td>1. SIT Team/School Based Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Regents scores</td>
<td>2. Regents scores</td>
<td>2. Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students at risk for credit</td>
<td>3. Students at risk for credit</td>
<td>3. Student support team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Guidance Counselor referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Office Hours</td>
<td>1. Thursday and Friday tutoring.</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Saturdays@Hillcrest</td>
<td>2. Saturdays at Castle Learning</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tutoring</td>
<td>1. Small group or one to one.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Small groups/class size</td>
<td>2. Computer based with support from a teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. During the school day</td>
<td>3. During the school day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Independent Work</td>
<td>4. Anytime</td>
<td>Services are provided during the school day, after the school day and on Saturdays.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Anytime</td>
<td>4. Anytime</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. During the school day
2. Saturdays
3. During the school day
4. Anytime

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.
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

<table>
<thead>
<tr>
<th>127 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doubled Up: 87</td>
</tr>
<tr>
<td>Shelters: 37</td>
</tr>
<tr>
<td>Other: 3</td>
</tr>
</tbody>
</table>

2. Please describe the services you are planning to provide to the STH population.

$15,000* has been placed in OTPS for STH. Supplies, including but not limited to backpacks, pens, pencils, calculators, and clothing, will be distributed to all the guidance counselors as well as to the admissions secretary to be distributed as needed.

*Allocation is based on $100 per student, with additional funds for potential increase in STH.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

1. New Visions Affinity support and professional development in the areas of recruitment and retention.

2. Teachers are presented with clear and structured goals along with frequent and meaningful feedback using a research-based framework.

3. Teachers utilize their professional period to work on goals, instructional initiatives as well as a multitude of support for students.

4. Opportunities for highly qualified teachers to present their best practices during their professional period and Professional Development days.

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).

1. Based on analysis of current trends of MOTP, Assistant Principal Supervision/Academic Learning Specialists will provide departments with Professional Development.

2. Assistant Principals will continue to receive training in Advance.

3. Assistant Principals Supervision attend Team meetings to develop Professional Development for Departments.

4. Directors attend weekly meeting seminars to develop Professional Development for SLC professional period.

5. All Teachers afforded the opportunity to attend Professional Development outside the building.

6. The UFT Teacher Center is now open at Hillcrest High School.

7. The school has hired a Peer Collaborative Teacher.

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, etc., 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 is 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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$1,809,291.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$65,358.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$31,224.00</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$18,882,303.00</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

**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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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 Elementary and Secondary School Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

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

**Parental Involvement and School Quality**

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.,
State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under;

- 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;

---

**Encouraging School-Level Parental Involvement**

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.
Hillcrest High School, in compliance with the Section 1118 of Title I, Part A of ESSA, 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: High Quality Curriculum

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.

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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
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 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th></th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒conceptually consolidated (skip part E below)</td>
<td>☐NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

---

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: ____

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: ____

# of certified ESL/Bilingual teachers: ____

# of content area teachers: ____

---

**Division of English Language Learners and Student Support**

Milady Baez, Deputy Chancellor
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm
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: 

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. Targeted data from summative assessments in content areas such as ELA and social studies have shown dramatically different results for ELLs at Hillcrest who participated in our after school and Saturday classes. Additionally, our teachers express joy in being able to expand their curriculum to include after school and Saturday enrichment. 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). Our supplemental academic programs give teachers the opportunity to work with their students in small group settings. In turn, students are given more 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 15 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 30 dates for the Tuesday/Thursday courses during the 2018-2019 SY will be:

Thursday, November 8th
Tuesday, November 13th
Thursday, November 15th
Tuesday, November 20th
Tuesday, November 27th
Thursday, November 29th
Tuesday, December 4th
Thursday, December 6th
Tuesday, December 11th
Thursday, December 13th
Tuesday, December 18th
Thursday, December 20th
Thursday, January 3rd
Tuesday, January 8th
Thursday, January 10th
Tuesday, January 15th
Thursday, January 17th
Tuesday, April 2nd
Thursday, April 4th
Tuesday, April 9th
Thursday, April 11th
Tuesday, April 16th
Thursday, April 18th
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, April 30th</td>
</tr>
<tr>
<td>Thursday, May 2nd</td>
</tr>
<tr>
<td>Tuesday, May 7th</td>
</tr>
<tr>
<td>Thursday, May 9th</td>
</tr>
</tbody>
</table>

The 13 dates for the Friday courses during the 2018-2019 SY will be:

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, November 2nd</td>
</tr>
<tr>
<td>Friday, November 9th</td>
</tr>
<tr>
<td>Friday, November 16th</td>
</tr>
<tr>
<td>Friday, December 7th</td>
</tr>
<tr>
<td>Friday, December 14th</td>
</tr>
<tr>
<td>Friday, January 4th</td>
</tr>
<tr>
<td>Friday, January 11th</td>
</tr>
<tr>
<td>Friday, January 18th</td>
</tr>
<tr>
<td>Friday, April 5th</td>
</tr>
<tr>
<td>Friday, April 12th</td>
</tr>
<tr>
<td>Friday, May 3rd</td>
</tr>
<tr>
<td>Friday, May 10th</td>
</tr>
<tr>
<td>Friday, May 17th</td>
</tr>
</tbody>
</table>

**After School Program**

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

1) **English Language Arts - New Generation Learning Standards**
   
   This course will meet every Tuesday and Thursday for 30 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 ENL teacher in an Integrated ENL setting. Target population will be 11th and 12th grade ELLs. 25 students will participate in this course. Materials will include curriculum for ELA from Engage NY and Longman Publishers.

2) **Living Environment - New Generation Learning Standards**
   
   This course will meet every Tuesday and Thursday for 30 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 ENL teacher in an Integrated ENL setting. Target population will be 9th and 10th grade ELLs in our Spanish bilingual TBE program. 25 students will participate in this course. Materials will include curriculum for Living Environment from New Generation Learning Standards from Pearson publishers.

3) **Integrated Algebra - New Generation Learning Standards**
   
   This course will meet every Tuesday and Thursday for 30 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 ENL teacher in an Integrated ENL setting. Target population will be 9th and 10th grade ELLs from our Freestanding ENL Program. 25 students will participate in this course. Materials will include curriculum for Integrated Algebra from New Generation Learning Standards.

4) **Global History - New Generation Learning Standards**
   
   This course will meet every Tuesday and Thursday for 30 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 ENL teacher in an Integrated ENL setting. Target population will be 11th and 12th grade
Part B: Direct Instruction Supplemental Program Information

ELLs. 25 students will participate in this course. Materials will include curriculum for Global History from New Generation Learning Standards.

Leadership Course for ELLs -- Council for Unity Curriculum in TBE Spanish an ENL settings
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 ENL-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 10th, 11th, and 12th 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 ENL-certified teacher. 20 students will be targeted for this after school enrichment program. Materials for this program will include literature such as Seven Habits of an Effective Teenager, Teens to Lead, etc.

Saturday Program
Four supplemental Academic Courses will be offered by four content-certified teachers 8 Saturdays and one Sunday 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. ENL teachers will push-in to every class to provide scaffolding in an Integrated ENL setting.
The 10 dates for the Saturday courses during the 2018-2019 SY will be:
Saturday, December 1st
Saturday, December 8th
Saturday, December 15th
Saturday, January 5th
Saturday, January 12th
Saturday, January 19th
Saturday, June 1st
Saturday, June 8th
Saturday, June 15th

1) English Language Arts - New Generation Learning Standards
This course will meet in December, January, May and June on Saturdays for 9 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 ENL-certified push-in teacher in an Integrated ENL setting. Target population will be 11th and 12th grade ELLs. 15 students will participate in each session of this course. Materials will include ELA curriculum from New Generation Learning Standards.

2) Living Environment - New Generation Learning Standards
This course will meet in December, January, May and June on Saturdays for 9 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 ENL-certified push-in teacher in an Integrated ENL setting. Target population will be 9th and 10th grade ELLs. 15 students will participate in each session of this course. Materials will include Living Environment curriculum from New Generation Learning Standards.

3) Integrated Algebra - New Generation Learning Standards
This course will meet in December, January, May and June on Saturdays for 9 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 ENL-certified push-in teacher in an Integrated ENL setting. Target population will be 9th and 10th grade ELLs. 15 students will participate in each session of this
Part B: Direct Instruction Supplemental Program Information

Course. Materials will include Integrated Algebra curriculum from New Generation Learning Standards.

4) Global History - New Generation Learning Standards
This course will meet in December, January, May and June on Saturdays for 9 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 ENL-certified push-in teacher. Target population will be 11th and 12th grade ELLs. 15 students will participate in each session of this course. Materials will include Global History curriculum from New Generation Learning Standards.

Records for our after school supplementary academic program will include time sheets and time cards for every teacher that participates in this program. These will be submitted twice monthly throughout the duration of the program. Original student sign-in sheets will be attached to these documents. Sign-in sheets will include student names, email addresses and phone numbers for further outreach, and Official Class Codes that will indicate the eligibility of ELLs and/or F-ELLs for this program. Supervisors will conduct brief visits to classrooms to ensure the sign-in sheets are being kept with fidelity; everything will be reviewed twice monthly upon time sheet and time card submission.

Outreach for this program will include: parent letters in English, Bengali and Spanish. This will be distributed to all students at least once during the program. Skedula/Pupilpath messages will also be sent twice in English and Spanish to the entire school community. Finally, a phone message in English and Spanish will be sent via our phone messenger. Using our Title I Interpretation/Translation funding, we will employ two Bengali-speaking faculty to outreach to our Bengali population. We will also produce information regarding the program in Arabic and Urdu using the DOE Interpretation Unit.

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: _____

With the New Generation Learning Standards taking the place of Common Core, and enhanced understanding of effective pedagogy as revealed in Danielson’s Framework for Teachers (ADVANCE), it is vital that our ENL teachers 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.

Throughout November and December (3 sessions a month for 2 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), 3 ENL teachers and 3 content-area teachers will meet to perform Inquiry Work for our ELL population. The content-area teachers will come from the Global Citizens SLC, and their classes will be comprised of 100% ELLs from our Bilingual Spanish TBE program, Bilingual Bengali TBE program, and from our Freestanding ENL program. The PD sessions will be held on Monday afternoons from 4 pm to 6 pm. During this time, the Assistant
Part C: Professional Development

Principal ENL will facilitate all sessions and guide teachers through the Inquiry Process at no cost to the program.
For the 2018-2019 SY, major topics will include:
- New York State New Generation Learning Standards.
- Analysis of Granular Student Data from all major Regents exams via the New Visions Student Sorter
- Building Capacity and Scaffolds for the new Social Studies Regents Exams in Global and US 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.

2018-2019 SY Tentative Dates for this program are:
- Monday, November 5th
- Monday, November 19th
- Monday, November 26th
- Monday, December 3rd
- Monday, December 10th
- Monday, December 17th
- Monday, May 6th
- Monday, May 13th
- Monday, June 3rd
- Monday, June 10th

Based on needs assessments, our professional development workshops will be geared to positively address and meet student needs. Data will be gathered before, during, and after the workshops to see what, if any, positive impacts have been made in student progress in scholarship, Regents passing rates, and NYSESLAT performance each year. It is believed that by sharing best practices and training all teachers of ELLs in imperial pedagogical practices such as scaffolding that we will see a positive increase in student performance in all of the above areas. Records for Professional Development will be kept by the supervisors in charge of the program. These will include agendas, sign-in sheets, and any additional materials used and distributed at the sessions. Teachers will be paid per session according to current contractual rates and allocations, and they will submit time sheets and time cards twice monthly during the program.

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:

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 present 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 to matriculate naturally into colleges and careers in the future.
Part D: Parental Engagement Activities

Finally, we 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 5 pm to 7 pm. Ten (10) teachers will participate in these events, five (5) ENL-certified teachers and five (5) content-area teachers. Assistant Principal ENL 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) ENL 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 the 2018-2019 SY ENL program meetings are:

Friday, November 16th
Friday, March 22nd
Friday, May 24th

Parents will be notified of these events through a variety of methods: phone outreach, backpacking invitations, Parent Coordinator outreach, etc. 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 to advertise these events.

Records for Parent Engagement Activities will be created and kept by the supervisors in charge of the parent program. These will include agendas, sign-in sheets, and any additional materials used during the sessions. Teachers involved with these programs will also submit time cards and time sheets for these events.

Outreach for our Parent Engagement Activities will include: parent letters in English, Bengali and Spanish. This will be distributed to all students to give to their parents and guardians at least once during the program. Skedula messages will also be sent twice in English and Spanish to the entire school community. Finally, a phone message in English and Spanish will be send via our phone messenger. Using our Title I Interpretation/Translation funding, we will employ two Bengali-speaking faculty to outreach to our Bengali population. We will also produce information regarding the program in Arabic and Urdu using the DOE Interpretation Unit.
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td> • Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td> • Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td> • High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td> • Must be supplemental.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td> • Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td> • Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>505</td>
</tr>
</tbody>
</table>

| School Name       | Hillcrest High School |

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>David T. Morrison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Russell Wasden, AP ENL</td>
</tr>
<tr>
<td>Coach</td>
<td>Sally Maimran, Director of Global Citizens SLC</td>
</tr>
<tr>
<td>Coach</td>
<td>Stacie Sugarman, AP ISS</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Helena Goncalves, ENL/ Bilingual</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Judy Cancel-Valerio, Bilingual</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Eileen Elias, ENL</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Josue Barahona, Bilingual Glob</td>
</tr>
<tr>
<td>Parent</td>
<td>Leslie Brunson</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Bilquees Akhtar</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>New Visions for Public Schools</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Daniel Walsh, Ph.D.</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Juan Mendez</td>
</tr>
</tbody>
</table>

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 | 8 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 4 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 2 |
| 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) | 0 |
| Number of special education teachers with bilingual extensions | 0 |
**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes   No
  - If yes, indicate language(s): Spanish and Bengali

- Dual language program (DL)
  - Yes   No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes   No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>SP</td>
<td>2000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>BG</td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>BG</td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>SP</td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>SP</td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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 and program selection choice.

If the student is potentially SIFE, then the SIFE Oral Interview Questionnaire, the Multilingual Literacy SIFE Screener (MLS), and
the Writing Screener are administered within the first ten school days of enrollment to determine the student’s literacy skills and provide him or her with appropriate instructional program.

Throughout the school year, teacher and/or AP-designed exams are created and administered in all major subject areas (e.g., English, math, history, and science) at least four times throughout the year, generally corresponding with the end of each major marking period. Results of these exams are analyzed by the respective content area teams, including the Assistant Principals of supervision, to determine next steps for in-class pedagogy and supplemental support.

2. What structures do you have in place to support this effort?

Our ENL/Bilingual Coordinator uses data from NYSITELL and parent meetings to inform next steps for the bilingual Guidance Counselors and AP ENL. From that data, students are programmed and given supplemental ENL services according to their needs.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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 in all major content areas (history, math, science and English) to inform our understanding of student growth and to determine next steps.

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.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Review of periodic assessments takes place with all content area teachers who oversee ELLs and F-ELLs in our school. When student results indicate need of additional academic support, teachers utilize several structures to address those needs, including but not limited to:

1) Weekly small-group or individual tutoring during teachers' Circular Six periods.
2) After school and Saturday Title III programs.
3) Summer-in-the-City Title III programs.
4) Individualized support from bilingual Guidance Counselors and/or SLC Director(s)

All bilingual and ENL teachers are trained in ENL interventions (RtI) and scaffolding to provide additional,
differentiated support in the classroom. This on-going PD is provided to teachers through direct supervision from AP ENL as well as teacher-led Inquiry work that takes place bi-monthly during our after school, department-specific PD Wednesdays.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

All current ELLs are tested each May using the NYSESLAT. Students in our bilingual Spanish program also receive the ELE each year. Results of these exams are analyzed in late August each year by the LAP and/or LPT teams to determine next steps for the programming and curriculum choices for each student.

Results of all New York State Regents exams are also used as a guide for our instructional planning for ELLs. Students who take and pass regents in a timely manner are subsequently programmed for the courses that follow standard sequence in English, history, math and science. Students who are not able to pass their regents exams are provided support both during the regular school day and in supplemental activities after school, in Saturday programs, and during our summer programs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

ENL Coordinator, AP ENL, and bilingual Guidance Counselor are all informed of these findings after each major testing period and in late August. Based on the data, we make adjustments to our programs to best support the needs of each student as outlined in CR Part 154.2.

---

**Part IV: ELL Programming**

**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 ENL and all their content classes. Our Freestanding ENL program is organized to serve students from a variety of different language and cultural backgrounds. We offer 28 periods (48 minutes each) of ENL classes daily; approximately half of these sections are taught by either dually certified ELA & ENL teachers, or an ELA certified teacher co-teaches with an ENL certified instructor.

      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 ENL 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 ENL instruction (48 minutes x 1 class x 5 days).
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 and Bengali)

About 30% of our ELLs, or about 140 students, are enrolled in the Transitional Bilingual Education Spanish program.

About 20% of our ELLs, or about 100 students, will be enrolled in our new bilingual Bengali TBE program.

In addition to following the same track for ENL as stated above, students in these programs 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 and Bengali backgrounds who scored Entering, Emerging, Transitioning, and Expanding on the NYSESLAT 2017. 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 twelve (12) bilingual Spanish classes at Hillcrest this year; nine (9) sections of bilingual Bengali.

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; in the case of bilingual Bengali, HLA sections are taught by our Bengali global history teacher, who supplements his history curriculum with literature and writing prompts from original Bangla sources.

In all HLA situations, 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) programs are 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 154.2.

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, several of the teachers who teach bilingual education at Hillcrest have bilingual certification; starting September 2017, four more teachers will begin the process of receiving bilingual certifications.

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 Programs, 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 CCSS.

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 expanding 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 content areas 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 content area teachers employ the following scaffolds in our classrooms on a daily basis to help our ELLs meet the rigors of CCSS:

- 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.

As we begin our bilingual Bengali program this fall, the school will reach out to DELLSS and other organizations to help us find appropriate evaluations for Bangla to use throughout the year.

5. **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 ENL, the Director of Global Citizens Small Learning Community (SLC), 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 programmed 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 Integrated ENL at least twice a week. For the most part, these are English classes co-taught by ENL certified instructors. Our ELLs also have access to all supplemental activities such as our Title III after school program. Lastly, they are always invited to participate in our field trips and other enrichment activities for ELLs.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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, meta-cognition, 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
7. 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?

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 MySciLearn Reading Assistant, 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.

8. 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.

9. Based on data and trends, 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 MySciLearn/Reading Assistant 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.

10. If you had a bilingual program, what was the reason you closed it?

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

11. 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 students or less 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.

12. 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 MySciLearn 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 ENL classes in history, math and science include: Longman Science and Longman Social Studies in Spanish, Castle Learning in English.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
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 MySciLearn 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 ENL classes in history, math and science include: Longman Science and Longman Social Studies in Spanish, Castle Learning in English.

16. 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 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.

17. 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.

18. 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

---

**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 and non-pedagogic staff.) 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?

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 Global Citizens SLC receive 6 period of professional development from the AP ENL each month; the receive an additional 6 periods of professional development from Sally Mussafi, 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 be trained in and explore best practices in ENL Integrated Co-teaching. 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 ’17 and Spring ’18 professional development series are:

September 13th, September 27th, October 11th, October 25th, November 22nd, December 6th, December 20th, January 10th, January 24th, February 14th, February 28th, March 14th, March 28th, April 11th, April 25th, May 9th, May 23rd, June 13th

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 CCSS, 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
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.

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

November 7th (Election Day) and June 7th (Anniversary 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.

2. 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.

At Hillcrest, incoming 9th 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 9th 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 9th 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 9th 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 154.2. Our counselors also attend PD offered by the Department of ELLs and Student Support several times a year to learn about the socio-emotional 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 9th 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.

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.

**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. **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 monthly ENL Night and Spring Field Day and Family Picnic.

The role of our 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.

### 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:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, David Morrison, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

#### 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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David T. Morrison</td>
<td>Principal</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Russell Wasden, AP ENL</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Bilquees Akhtar</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Helena Goncalves</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Leslie Brunson</td>
<td>Parent</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Josue Barahona/Bil History</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Sally Maimran, Director of Glo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Sally Maimran, Director of Global Citizens</td>
<td>Coach</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Helena Goncalves</td>
<td>Coach</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Judy Cancel-Valerio</td>
<td>School Counselor</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Juan Mendez</td>
<td>Superintendent</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Daniel Walsh, Ph.D.</td>
<td>Field Support Center Staff Member - ELL Services Cord</td>
<td></td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Tamara Davar</td>
<td>Other ENL Teacher</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Tiffany Patterson</td>
<td>Other ENL Teacher</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Eileen Elias</td>
<td>Other ENL Teacher</td>
<td></td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 28505 School Name: Hillcrest High School Superintendent: Juan Mendez

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilquees</td>
<td>Akhtar</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Helena</td>
<td>Goncalves</td>
<td>ENL/Bilingual Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   To best serve parents and students in our community who speak languages other than English, data is collected on an on-going bases from multiple data sources such as ATS. Data are analyzed to determine the needs of our parents using the Home Language Identification Survey (HLIS). Student emergency contact cards are also reviewed and filed 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 hard copy 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 LAC, Parent Coordinator and others to know the languages that are required, and how to best meet the linguistic needs of our diverse population. Finally, these frequent communications in the parents’ home languages allow us to set up mandated monthly ENL parent night, one-on-one parent meetings, parent teacher conference phone blasts, etc.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2765</td>
<td>N/A</td>
<td>2765</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish</td>
<td>265</td>
<td>42%</td>
<td>265</td>
<td>42%</td>
</tr>
<tr>
<td>Bengali</td>
<td>215</td>
<td>34%</td>
<td>215</td>
<td>34%</td>
</tr>
<tr>
<td>Arabic</td>
<td>51</td>
<td>8%</td>
<td>51</td>
<td>8%</td>
</tr>
<tr>
<td>Haitian-Creole</td>
<td>32</td>
<td>5%</td>
<td>32</td>
<td>5%</td>
</tr>
<tr>
<td>French</td>
<td>26</td>
<td>4%</td>
<td>26</td>
<td>4%</td>
</tr>
<tr>
<td>Urdu</td>
<td>19</td>
<td>3%</td>
<td>19</td>
<td>3%</td>
</tr>
<tr>
<td>Russian</td>
<td>19</td>
<td>3%</td>
<td>19</td>
<td>3%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>2</td>
<td>0.25%</td>
<td>2</td>
<td>0.25%</td>
</tr>
<tr>
<td>Greek</td>
<td>2</td>
<td>0.25%</td>
<td>2</td>
<td>0.25%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
<td>0.25%</td>
<td>2</td>
<td>0.25%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>2</td>
<td>0.25%</td>
<td>2</td>
<td>0.25%</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>42%</td>
</tr>
<tr>
<td>Bengali</td>
<td>34%</td>
</tr>
</tbody>
</table>

We currently have two bilingual programs in the school for Spanish and Bengali. Furthermore, Spanish and Bengali translation and interpretation are priorities in our school for functions such as Parent Association Meetings, where we always have Spanish and Bengali interpreters present for our Spanish and Bengali parents.

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome letter for all students and parents</td>
<td>Mid-September</td>
<td>To produce these documents, we use in-house translators if they are available.</td>
</tr>
<tr>
<td>Schedule of Parent Association Meetings</td>
<td>Mid-September</td>
<td>If a document already exists in translation, copies of that document are published and disseminated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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 or sent to the DOE Translation/Interpretation Unit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All documents are disseminated at the same time English versions are given to students and parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For all major events such as annual meetings with parents, Parent-Teacher conferences, etc., information is published</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake meetings with ENL/Bilingual Coordinator and/or other intake personnel</td>
<td>On-going, as students arrive</td>
<td>If interpretation is necessary, we use in-house interpreters if they are available.</td>
</tr>
<tr>
<td>Annual Meetings with parents in the spring with Guidance Counselors, SLC Director, AP ENL and other personnel</td>
<td>On-going, as students meet over the year with their counselors, et.al.</td>
<td>If interpreters are not available, and pedagogues in the building are not able to accommodate these languages, the work is outsourced to an interpretation vendor or sent to the DOE Translation/Interpretation Unit.</td>
</tr>
<tr>
<td>Monthly ENL Nights</td>
<td>Second Wednesday of each month</td>
<td>See above.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences, twice a year</td>
<td>11/09/17</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td>11/10/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>03/08/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>03/09/18</td>
<td></td>
</tr>
<tr>
<td>Parent Association Meetings, monthly</td>
<td>09/19/17</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td>10/17/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/21/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/19/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/17/18</td>
<td></td>
</tr>
<tr>
<td>Outreach by Attendance Teacher, Guidance Counselor, and other personnel</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>
## Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

Utilizing a portion of the mandated 15% of all professional development in the school focused on ENL instruction, we will inform all staff members in the school community of what resources are available for them when they interact with ELLs and their families.

Dates of these PDs are:

- September 6th, 2017
- November 7th, 2017 (Election Day)
- January 29th, 2018 (Chancellor’s Conference Day)
- June 7th, 2018 (Anniversary Day)

PD will be offered by AP ENL as well as our two LACs. PD will describe the in-house translation and interpretation we have available, as well as providing teachers with direct access to DOE’s translation and interpretation unit, etc.

## Part D: Providing Notice of Language Assistance Services

---
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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:

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, Bengali, 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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.