



**HIGH SCHOOL FOR VIOLIN AND DANCE**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL:** 09X543  
**ADDRESS:** 1110 BOSTON ROAD BRONX, NY 10456  
**TELEPHONE:** 718-542-3700  
**FAX:** 718-589-9849

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 543                      **SCHOOL NAME:** High School for Violin and Dance

**DISTRICT:** 9                              **SSO NAME/NETWORK #:** Empowerment/ ESO

**SCHOOL ADDRESS:** 1110 Boston Road Bronx, NY 10456

**SCHOOL TELEPHONE:** 718-542-3700                      **FAX:** 718-589-9849

**SCHOOL CONTACT PERSON:** Tanya John                      **EMAIL ADDRESS:** Tjohn22@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
	Franklin Sim
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON</b>	_____
	Tanya John
<b>PRINCIPAL</b>	_____
	Adam Feinberg
<b>UFT CHAPTER LEADER</b>	_____
<b>PARENTS' ASSOCIATION PRESIDENT</b>	Manisa Ortega
	_____
<b>STUDENT REPRESENTATIVE</b> <i>(Required for high schools)</i>	Elliezer Villanueva
	_____
	Elena Papaliberios
<b>COMMUNITY SCHOOL DISTRICT SUPERINTENDENT</b>	_____

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

Name	Position/Constituency Represented	Signature
Tanya John	Principal	
Adam Feinberg	UFT Chapter Chairperson or Designee	
Manisa Ortega	*PA/PTA President or Designated Co-President	
Paula Livingston	Title I Parent Representative	
Kim Dixon	DC 37 Representative	
Elliezer Villanueva	Student Representative	
Tania Dixon	Student Representative	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

The High School for Violin and Dance (HSVD) provides students with the opportunity to perform and shine in the classroom, on stage, and in life. Our mission is to prepare a diverse group of students to be intelligent, caring leaders in society. At HSVD, parents, students, and staff work together to provide opportunities that meet the needs of every learner. We offer a college preparatory program that values higher-level thinking and artistic expression.

HSVD is a performing arts high school where students are admitted from all over the Bronx. To be accepted into HSVD a student must only have the desire to learn violin and dance. We want to provide the opportunity for students to engage in our academic environment through an artistic program which will help students develop the skills necessary to be successful academically.

The High School for Violin and Dance was founded in the school year 2001-2002. Morris High School, with a graduation rate of only 26.5%, was phased out in 2001. The High School for Violin and Dance started with the last incoming class of Morris High School. HSVD is one of five small high schools at the Morris Educational Campus. We offer every student classes in violin and in modern dance. No prior experience is necessary, but students are expected to have a serious interest in the two performing arts and be ready to participate in intensive training in daily classes. With consistent practice, our students achieve the competence, confidence, good citizenship and maturity that are the foundations for success in high school. There are culminating dance and violin performances at the end of each school year, requiring intense after-school rehearsals.

We are committed to helping our students flourish in a positive school environment where a focus on understanding and group learning is a significant part of every lesson. Academic achievement is demonstrated by presentations of projects in math, science, social studies and English. With a total enrollment of 226 students grades 9 – 12, we offer a caring and personalized community. Small class-size, paired with a faculty of highly qualified teachers, provides a safe and challenging academic environment. After-school classes, tutoring and Saturday Prep classes provide academic support, test preparation and credit recovery opportunities. Additional educational services include Collaborative Team Teaching (CTT), SETSS, and ESL.

In addition to five years of instruction in violin and dance, program highlights include College Now, the National Academy for Excellent Teaching (NAFET) and Spanish language classes. Extra-curricular activities include the iMentor Project, Community Service, Directions for Our Youth Program, College Summit, Advancement via Individual Determination (AVID), Student Council, Project Lead **and** Jump Start. HSVD has PSAL sports teams for baseball, softball and volleyball. Our students also participate in Morris Educational Campus basketball and volleyball teams. Partnerships include Hostos Community College, Monroe College, Teachers College, Young Audiences/New York, Building With Books and McGraw Hill.



**SECTION III – Cont'd**

**Part B. School Demographics and Accountability Snapshot**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	High School for Violin and Dance				
<b>District:</b>	12	<b>DBN #:</b>	9x543	<b>School BEDS Code #:</b>	

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	Pre-K	K	1	2	3	4	5	6	7
	8	9	10	11	12	Ungrad. Ele.		Ungrad. Sec.	
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2007	2008	2009	(As of June 30 – % of days students attended)			2007	2008	2009
Pre-K							82%	81%	82%
Kindergarten									
Grade 1				<b>Student Mobility:</b>					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3							0	0	0
Grade 4									
Grade 5				<b>Eligible for Free Lunch:</b>					
Grade 6				(% of Enrollment as of October 31)			2007	2008	2009
Grade 7							100%	100%	100%
Grade 8									
Grade 9	83	65	76	<b>Students in Temporary Housing:</b>					
Grade 10	56	51	56	(Total Number as of June 30)			2007	2008	2009
Grade 11	44	50	59				4	3	3
Grade 12	45	37	35						
Ungraded Elementary				<b>Recent Immigrants:</b>					
Ungraded Secondary				(Total Number as of October 31)			2007	2008	2009
Total	221	177	226				0%	1%	1%
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2007	2008	2009	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	NA	NA	NA						
No. in Collaborative Team Teaching (CTT) Classes	4	4	26	Principal Suspensions			1%	32%	48%
Number all others			22	Superintendent Suspensions				10%	5%
<i>These students are included in the enrollment information above.</i>									
				<b>Special High School Programs:</b>					
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)			2006	2007	2008

DEMOGRAPHICS							
(October 31)	2007	2008	2009	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only		25	27	<b>Number of Staff: 28</b>			
# ELLs with IEPs	5	5	16	(As of October 31; includes all full and part-time staff)	2007	2008	2009
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	17	17	14
				Number of Administrators and Other Professionals	2	2	2
<b>Overage Students:</b>				Number of Educational Paraprofessionals	0	0	1
(# entering students overage for grade as of October 31)	2006	2007	2008				
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	1%	0%	1%	Percent more than two years teaching in this school	31%	31%	83%
Black or African American	35%	35%	26%	Percent more than five years teaching anywhere	10%	10%	2%
Hispanic or Latino	64%	64%	69%	Percent Masters Degree or higher	38%	38%	98%
Asian or Native Hawaiian/Other Pacific Isl.	1%	1%	0%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%	100%
White	0%	0%	0%				
Multi-racial	0%	0%	1%				
<b>Male</b>	23%	23%	22				
<b>Female</b>	77%	77%	179				

2008-09 TITLE I STATUS				
Title I Schoolwide Program (SWP)	Title I Targeted Assistance		Non-Title I	
Years the School Received Title I Part A Funding:	2005-06	2006-07	2007-08	2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes No	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2007-08):</b>	In Good Standing	School in Need of Improvement (SINI) – Year 1	
School in Need of Improvement (SINI) – Year 2	NCLB Corrective Action – Year 1	NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
NCLB Restructured – Year ____	School Requiring Academic Progress (SRAP) – Year ____		
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>	<b>Secondary Level</b>	
ELA:		ELA:	Made AYP

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:		Math:	Made AYP
	Science:		Grad. Rate:	84%

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>				√	√	84%
<b>Ethnicity</b>				√	√	
American Indian or Alaska Native				√	√	
Black or African American				√	√	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander				√	√	
White				√	√	
Multiracial				√	√	
<b>Other Groups</b>						
Students with Disabilities				√	√	
Limited English Proficient				√	√	
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>						

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2007-08
<b>Overall Letter Grade</b>	<b>Overall Evaluation:</b>
A	A
<b>Overall Score</b>	<b>Quality Statement Scores:</b>
98.9	Well Developed
<b>Category Scores:</b>	Quality Statement 1: Gather Data
School Environment	Well Developed
(Comprises 15% of the Overall Score)	10.1
School Performance	Quality Statement 2: Plan and Set Goals
(Comprises 30% of the Overall Score)	Outstanding
21.8	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress	Well Developed
(Comprises 55% of the Overall Score)	60.0
Additional Credit	Quality Statement 4: Align Capacity Building to Goals
7.0	Outstanding
	Quality Statement 5: Monitor and Revise
	Outstanding

*Note: Progress Report grades are not yet available for District 75 schools.*



## SECTION IV: NEEDS ASSESSMENT

HSVD accepts students from the same demographics as the old Morris HS. Despite the fact that one third of the graduating class had been held back in freshman year, we were proud to graduate 58.2% of the 2006 cohort. Last year we graduated 79% of the 2008 cohort, a significant 30% above the New York State average. This year our goal is to graduate 86% of cohort 2009 and have all of our students accepted into four year colleges.

Over the last few years, we have managed to secure a staff that is deeply dedicated to the well-being and success of our students and who are reflective and willing to change. As a team we question ourselves continuously about how we can be more effective in raising student achievement. As a result, we have developed team structures that include content area teams and grade level teams. We have created a new team this year that focuses on professional development for that is differentiated for each staff member at HSVD. There are teacher team leaders for each grade level and there are coaches that work individually with teachers or teams. We also collaborate with the other school communities on the campus, enlisting senior teachers to serve as coaches for our teachers. Teachers collaborate formally and informally through team meetings, collaborative team teaching, retreats, discipline teams, and leadership meetings to name a few. Our goal last year was to establish trust and work collaborative in best interest of the students. The high retention rate of teachers from last year allowed our teams to delve right into the work already begun. Building the leadership capacity of our team leaders as well as the various members of our staff is the current team focus. Each team has a different “next step” in their development and in helping to support our academic program. We use professional development and reflection as a tool to move our teams forward.

Our school is determined to be a 90-90-90 school. A 90-90-90 school has 90% of its population minority, 90% of students living below poverty level, and 90% of students meeting or exceeding state standards. We have fulfilled the first two requirements and we are working on the third. We are progressing towards this standard and look forward to being able to sustain it for years to come. To that end we have already visited a 90-90-90 school, North Star Academy, to learn more about its practices and strategies for success. To further our learning, HSVD leadership will be attending a retreat hosted by the Superintendent of North Star Academies in New Jersey.

Last year we adopted the “3 Ps”, Planning Collaboratively, Positivity, and Providing Opportunities, to help guide us in our work. The success of the 3 Ps has led us this year to the “3 S’ “: Strategic Planning, Student Empowerment, and Self-Empowerment.

Growing up in the South Bronx, the poorest congressional district in the United States, our students are surrounded by poverty, high-crime rates and drug-infested neighborhoods. We are charged with the responsibility to provide them with every opportunity necessary to be successful and prepare them for the “next step” to become productive, caring citizens in our society – college acceptance and higher education.

Our greatest accomplishments over the last couple of years has been achieving a score of “Well-Developed” on our 2007-2008 and Quality Review Report and the grade of “A” on our 2008-2009 Progress Report. While it is difficult to quantify the hard work and dedication of our students and staff, these scores are an acknowledgement of our collective achievement.

Student performance trends have been to increase our graduation rates annually, from 58% to 85%. The 2007– 2008 Progress Report scored our Student Performance, the weighted Diploma Rate, at

149%, acknowledging the incredible gains made by students entering high school at levels below proficiency. Significant aids to this success include the dedication, qualifications and strength of our staff as well as the high-quality of the network support and services provided by the Empowerment School Structure.

## SECTION V: ANNUAL SCHOOL GOALS

**GOAL:** 80% of our ELL students will develop the necessary skills to progress at least one proficiency level, as measured by the NYSESLAT exam, within one school year. As noted in the 2007 – 2008 Quality Review Report, our goal is for our ELL students to make gains in learning in all subjects. We have focused additional resources to purchase the on-line ELL literacy program “Achieve 3000”. To further develop the capacity of staff to address the needs of our ELL students, the ESL teacher and ELA teacher trained on this program have been scheduled for four periods of common planning time a week. Additionally, the expansion of our successful CTT program has allowed for a positive transition for our ELL students into inclusion classes with added support.

**GOAL:** Teachers in all levels and subject areas will utilize Assessment For Learning techniques (AFL) and make consistent and effective use of the assessment data to modify and differentiate lessons to appropriately meet student needs in all lessons. This goal supports a suggested area of improvement in the 2007 – 2008 Quality Review Report. Daily assessments for understanding will allow for lesson adjustments to assure student attainment of skills and strategies taught. AFL techniques utilized will include “popsicle sticks”, “R,Y,G” , and “A, B, C.. or 1,2,3.. signs/hand signals”.

**GOAL:** All teachers will participate in team meetings four times a week and regular professional development sessions to develop more innovative lessons to further engage and motivate students in their learning. To developing more innovative lessons to increase student engagement as suggested in the 2007-2008 Quality Review Report, we have creatively used scheduling to provide regular time for collaborative planning, peer inter-visitation, and “kid talk”. Team Leaders attend weekly meetings with school administration as well as attending off-site professional development to turn-key to team members.

**GOAL:** By June 2010 we will increase our average attendance rate by 3% from 81.4% to 84.4%.

**GOAL:** We will increase the level of effective communication between administration, teachers and students as indicated on the Learning Environment Survey

## SECTION VI: ACTION PLAN.

**Subject/Area :**

**Progress of ELL Students**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>GOAL:</b> 80% of our ELL students will develop the necessary skills to progress at least one proficiency level, as measured by the NYSESLAT exam, within one school year.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Use of Data 1. As noted in the 2007 – 2008 Quality Review Report, our goal is for every ELL student to make gains in learning in all subjects. We have focused additional resources to purchase the on-line ELL literacy program “Achieve 3000”. To further develop the capacity of staff to address the needs of our ELL students, the ESL teacher and ELA teacher trained on this program have been scheduled for four periods of common planning time a week. Regularly scheduled professional development workshops will help all subject area teachers to identify common struggles of ELL students and strategies to support their academic success in all subject areas. Additionally, the expansion of our successful CTT program has allowed for a positive transition for our ELL students into inclusion classes with added support.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	On-line ELL literacy program “Achieve 3000” Achieve 3000 Teacher training ESL teacher and ELA teacher scheduled for four periods of common planning time a week. On-going Professional Development on ESL strategies
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Improved grades and assessment scores in all academic classes Teachers include strategies to support ELL success in all lessons Progress indicated by Achieve 3000 pre- and post- assessments Progress indicated by NYSESLAT

**Subject/Area (where relevant):**

**Use of Data to Improve Instruction**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>GOAL:</b> Teachers in all levels and subject areas will utilize Assessment For Learning Techniques (AFL) and make consistent and effective use of the assessment data to modify and differentiate lessons to appropriately meet student needs in all lessons.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of Data  This goal supports a suggested area of improvement in the 2007 – 2008 Quality Review Report. Daily assessments for understanding will allow for lesson adjustments by teachers to assure student attainment of skills and strategies taught. Teachers will employ AFT strategies as a means to quickly assess student understanding at the beginning, middle and end of lessons. Periodic formal assessments, teacher created quizzes and tests, DY0 periodic assessments, scholarship reports, mock-Regents results and Regents scores are additional data points to be reviewed, individually, in team meetings and as a staff.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Team leaders have been attending PAN meetings for training in AFL strategies and techniques  Strategies and techniques will then be turn-keyed to teams  Walk-throughs and observations by supervisors and peers will indicate how and when AFL is implemented  Use of data to improve instruction will be a regular focus of team and staff meetings</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Daily AFL assessment  DY0 Periodic Assessments every three months  Mock Regents two times each semester  Scholarship reports each semester  Regents in January, June and August</p>
<p><b>Annual Goal</b>  Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL:</b> All teachers will participate in Team meetings four times a week and attend regularly scheduled professional development sessions to work collaboratively to create more innovative lessons to further engage and motivate students in their learning.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To developing more innovative lessons to increase student engagement as suggested in the 2007-2008 Quality Review Report, we have creatively used scheduling to provide regular time for collaborative planning, peer inter-visitation, and “kid talk”. Team Leaders attend weekly meetings with school administration as well as attending off-site professional development to turn-key to team members</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Creative scheduling to allow for team meetings during the instructional day  Team Leaders attend weekly meetings with school administration  Team Leaders attend off-site professional development to turn-key to team members  Class coverage provided to allow for peer observation and inter-visitation in other schools</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Peer observation and feedback  Supervisory observations  Student feedback  Increased student attendance in class</p>

**Subject/Area (where relevant):**

**Attendance**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>GOAL:</b> To increase attendance by 3% from 81.4% to 84.4% by June 2010
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**Action Plan**

*Include:  
actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Use of Data**

Our attendance for the 2007-2008 schoolyear as reflected in the NYS Report Card was 81.4% .

1. The attendance team (principal, assistant principals, guidance counselors, the parent coordinator and the family worker) will use the monthly ATS PAR report to track attendance and to monitor progress toward meeting goals
2. Counselors, teachers will monitor the daily attendance report in ATS and the weekly cutting report to help track student attendance.

**Curriculum and Instruction**

1. The attendance team will collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade.
2. The principal will conduct weekly attendance meetings with the attendance team to review all attendance related data with the purpose of identifying patterns and reviewing the effectiveness of interventions.
3. Award Ceremonies, movie tickets and pizza parties will be used to motivate students and to reward students for excellence in attendance and for successfully meeting incremental attendance goals.
4. Teachers and family worker will consistently review and update attendance information through reversals and verification.
5. Teachers with the help of coaches and staff developers, will work to develop engaging lessons and activities that will provide motivation for regular attendance by students.
6. It is our intention to make attendance data transparent. To this end daily attendance data will be publicly posted to generate school-wide awareness.
7. Guidance counselors and the parent coordinator will use daily reports from the school messenger to correct contact information for students and update blue cards.
8. The family worker, parent coordinator and the guidance counselors will identify students with problematic attendance and engage in intervention by making frequent contacts with the parents. These contacts would include home visits, letters, phone calls and e-mails and text messages. The attendance teachers will counsel families and students regarding the importance of regular school attendance and the consequences faced by families of chronically absent students.
9. The parent coordinator will assist in planning and conducting parent outreach and workshops related to student attendance.

**Professional Development**

1. ISC attendance personnel will conduct trainings on attendance taking procedures and ATS applications for administrators, counselors and attendance staff to assure that attendance data is collected and analyzed accurately.
2. Principal and attendance teacher will conduct staff development for teachers in accurate attendance taking practices and effective

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budget</b></p> <ol style="list-style-type: none"> <li>1. Purchase of school text messaging system to send text messages to the parents of absent or tardy students daily.</li> <li>2. PD on engaging lesson plans to motivate regular attendance of students.</li> <li>3. Purchase movie tickets and hold pizza parties for students who meet attendance goals.</li> </ol> <p><b>Staffing</b></p> <ol style="list-style-type: none"> <li>1. Assistant principals, parent coordinator, the family worker and the guidance counselors will work collaboratively as a team to meet the attendance goals.</li> </ol> <p><b>Schedule</b></p> <ol style="list-style-type: none"> <li>1. Common planning included in schedule to accommodate collaborative work and periodic pd on creating engaging lesson plans.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Primary Indicators</b></p> <ol style="list-style-type: none"> <li>1. We will use the monthly ATS reports (PAR) to monitor our progress.</li> </ol> <p><b>Other evidence</b></p> <ol style="list-style-type: none"> <li>1. We will review daily and weekly ATS attendance reports (school-wide and individual students).</li> <li>2. We will monitor the percentage of students who receive incentives for meeting attendance goals.</li> <li>3. We will monitor parent response to attendance inquiries via text message system.</li> <li>4. We will review the school messenger report daily.</li> <li>5. We will review the weekly ATS cut-report.</li> </ol>

**Subject/Area:**

**Communication**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>GOAL:</b> Increase the level of communication between administration, teachers and students
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Use of Data Our score for communication on the Learning Environment Survey will increase from 6.6 to a score of 7 on the 2010 Progress Report. <ol style="list-style-type: none"><li>1. The principal will send weekly emails to all staff members updating them of the principals schedule for the week.</li><li>2. All staff will share common planning time with time allotted to share pertinent information with each other.</li><li>3. Student leaders will conduct periodic surveys with entire student body to ensure ongoing feedback by students.</li><li>4. Teachers will utilize the online resource Teacherease which will allow parents and students the ability to access grades and communicate with teachers throughout the school year.</li></ol>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Budget <ol style="list-style-type: none"><li>1. Purchase of automated school messenger service to update student and families about school events and news.</li></ol> Staffing <ol style="list-style-type: none"><li>1. Principal, assistant principal, teachers and students leaders will work collaboratively as a team to meet the communication goals.</li></ol>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Primary Indicators Living Environment Survey

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS (Not required)**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) (Not required)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	50	52	42	48	5	1	1	0
10	10	12	11	8	10	2	2	0
11	15	13	20	5	3	0	0	0
12	8	2	13	6	4	0	1	0

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>PM school, additional class during the day, small group, Peer Tutoring, Saturday Class</b>
<b>Mathematics:</b>	<b>PM school, additional class during the day, small group, Peer Tutoring.</b>
<b>Science:</b>	<b>PM school, additional class during the day, small group, Peer Tutoring.</b>
<b>Social Studies:</b>	<b>PM school, additional class during the day, small group, Peer Tutoring, Saturday Class</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Small group counseling 5:1 ratio, 1:1 individual counseling on a weekly basis</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Psych evaluations</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Weekly one to one counseling for one period a week</b>
<b>At-risk Health-related Services:</b>	<b>N/A</b>

### LANGUAGE ALLOCATION POLICY 2009-2010 HIGH SCHOOL FOR VIOLIN AND DANCE

#### Free-Standing ESL Program

The High School for Violin and Dance services ELL's through a free-standing ESL program only. Students will be programmed for self-contained ESL classes and will be integrated into the regular ELA classes, and will take their content area courses in English. Multiple opportunities for additional help (see below) will be available. A typical program for an ELL would be: ESL—1 period; ELA—1 period; Math—1 period; Science—1 period; Social Studies—1 period; Physical Education—1 period; Art, Music or other classes—2 periods. Lunch is the remaining period. Programs vary, based on each student's credit accumulation.

All teachers have a common planning period and work collaboratively among themselves. All students receive at least the mandated number of minutes of ESL instruction. All ESL and content area teachers are appropriately licensed.

Students achieving proficiency on the NYSESLAT are mainstreamed the following semester. All teachers are aware that incoming students may still require further help with the language barrier.

### **Plan for Academic Language Development**

**As part of our Comprehensive Educational Plan for the coming school year, we will do the following:**

- Ensure that all ESL classes are taught by fully licensed ESL teachers.
- Provide ongoing intensive professional learning opportunities in which teachers collaboratively address the needs of ELL.
- Provide common planning periods for all classroom teachers.
- Provide opportunities for tutoring, afterschool courses and Saturday courses for ELL students.
- Ensure that all ELL's are mainstreamed with their non-ELL peers to the greatest extent possible.
- Provide for opportunities for ELL's to participate in all extracurricular events.
- Provide for communication with parents in both English and Spanish at all times.
- Provide guidance services in both English and Spanish at all times.

### **Number of Students by Grade Scoring at Each Proficiency Level**

All current ELL's are Spanish speakers. According to the 2008 NYSESLAT results, we currently have:

- One 12th-grader at the advanced level;
- Two 11th-graders at the advanced level;
- Four 11th-graders at the intermediate level;
- Three 10th-graders at the intermediate level
- Two 9th-graders at the advanced level;
- Two 9th-graders at the intermediate level.

### **Language of Instruction**

All classes are conducted in English.

### **Services for Long-Term ELL's**

Long-term ELL's can benefit from before-school, lunchtime and after-school tutoring, after-school classes and Saturday classes.

### **Professional Development Opportunities for all Teachers of ELL's**

We have purchased the on-line ELL literacy program “Achieve 3000”. Our ESL teacher has received extensive professional development training in implementing this program, additionally, to further develop the capacity of staff to address the needs of our ELL students, the ESL teacher and ELA teacher trained on this program have been scheduled for four periods of common planning time a week.

### **Rationale for the Selection of Program/Activities**

Our online literacy program both tracks the progress of our ELL’s and also provides strategies for teachers on how to improve student performance. Additionally, the regularly scheduled professional development workshops will help all subject area teachers to identify common struggles of ELL students and strategies to support their academic success in all subject areas

### **Program Duration**

HSVD will participate in the Achieve 3000 program for the 2009-2010 school year and we will continue to participate in this program in the 2010-2011 school year.

### **Academic Intervention Services**

A Saturday morning academic program will provide additional opportunities for students to earn credits toward graduation. This program is designed to help students accumulate additional credits which they are not able to acquire during their regular program due to the ELL mandates or past failures.

### **Testing Modifications**

Students will receive dictionaries and glossaries in September and will be required to use them regularly. In addition, students will practice test taking techniques and strategies using all permitted modifications, including extended time and translated exams. All ELL standardized testing will be proctored by licensed ESL or bilingual teachers.

### **Parental Involvement**

All notices/letters, including a monthly multi-page newsletter, pertaining to student’s educational needs and concerns are automatically sent home to parents in both English and Spanish due to our large Hispanic population. There are several school personnel who are directly working with our ELL population. They include, but are not limited to, our Parent Association President, our Parent Coordinator and Guidance Counselors. They are an integral part of communicating all aspects of our ELL students’ educational career by being available to translate for our monolingual staff.

### **Student Integration**

The High School for Violin and Dance, a small high school located on the Morris Campus in the Bronx, has about 226 students at the present time, 25 of whom at present are ELL’s. Currently, all our ELL’s are of Spanish-speaking background.

As its name implies, HSVD offers violin and dance instruction in addition to all required subjects, to a general population. Students are drawn from the general middle school population, and therefore include a proportional number of ELL’s. An audition or prior background in violin and/or dance is not required.

The High School for Violin and Dance currently services its ELL population with ESL and ELA classes. Currently, we have one stand-alone ESL class. We also use team teaching in content area classes to provide support and scaffolding. In addition, English Regents preparation classes and English electives are offered.

Articulation between the English and ESL teachers regularly takes place through subject area meetings and “kid talk” to assure that the ESL students are familiar with and prepared for the ELA Regents exams. In addition, materials have been selected that will help ELL’s prepare for the ELA Regents at a level they can be comfortable with. ELL’s are given glossaries in the content areas and are permitted to take Regents exams other than ELA in Spanish and students entitled to extended time are grouped separately so that they can have the extra time.

Afterschool programs, including peer tutoring and credit-bearing courses are available to ELL’s. A Saturday academic program is planned. Both ESL teachers are fully licensed and certified in ESL. Both teachers have participated in the QTEL workshops facilitated by the New York City Department of Education and WestEd, a private professional development company.

Our Parent Coordinator works with parents to ensure involvement in school matters. Parents receive all notices in both English and Spanish.

Staff development for the 2008-2009 year involves teams of teachers who work together for the development of curricula and school policies that take into consideration the needs of all subgroups, including ELL’s. Efforts are made to familiarize content area teachers with the needs of ELL’s and prepare strategies for their reaching the graduation requirements.

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.**

### **Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

**Type of Program:** \_\_\_ Bilingual \_\_\_X\_\_\_ ESL \_\_\_ Both      **Number of LEP (ELL) Students Served in 2007-08:** 17  
**(No more than 2 pages)**

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
  - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
  - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

I. The High School for Violin and Dance services ELL's through a free-standing ESL program only. Students will be programmed for self-contained ESL classes and will be integrated into the regular ELA classes, and will take their content area courses in English. Articulation between the English and ESL teachers regularly takes place through subject area meetings and "kid talk" to assure that the ESL students are familiar with and prepared for the ELA Regents exams. In addition, materials have been selected that will help ELL's prepare for the ELA Regents at a level they can be comfortable with. ELL's are given glossaries in the content areas and are permitted to take Regents exams other than ELA in Spanish and students entitled to extended time are grouped separately so that they can have the extra time.

A typical program for an ELL would be: ESL—1 period; ELA—1 period; Math—1 period; Science—1 period; Social Studies—1 period; Physical Education—1 period; Art, Music or other classes—2 periods. Lunch is the remaining period. Programs vary, based on each student's credit accumulation.

All teachers have a common planning period and work collaboratively among themselves. All students receive at least the mandated number of minutes of ESL instruction. All ESL and content area teachers are appropriately licensed.

Students achieving proficiency on the NYSESLAT are mainstreamed the following semester. All teachers are aware that incoming students may still require further help with the language barrier.

II.

Our Parent Coordinator works with parents to ensure involvement in school matters. All notices/letters, including a monthly multi-page newsletter, pertaining to student's educational needs and concerns are automatically sent home to parents in both English and Spanish due to our large Hispanic population. There are several school personnel who are directly working with our ELL population. They include, but are not limited to, our Parent Association President, our Parent Coordinator and Guidance Counselors. They are an integral part of communicating all aspects of our ELL students' educational career by being available to translate for our monolingual staff.

III.

Prior to entering the school all students are invited to participate in family and student orientations. During these orientation sessions we will provide opportunities for ELL students and families to communicate with our ESL teacher and with their teachers for the upcoming year.

IV.

We have purchased the on-line ELL literacy program "Achieve 3000". This program is aligned to New York State ELA standards and is targeted to assist ELL students and other students with literacy challenges. Our ESL teacher has received extensive professional development training in implementing this program, additionally, to further develop the capacity of staff to address the needs of our ELL students, the ESL teacher and ELA teacher trained on this program have been scheduled for four periods of common planning time a week.

V.

Afterschool programs, including peer tutoring and credit-bearing courses are available to ELL's. A Saturday academic program will provide additional opportunities for students to earn credits toward

graduation. This program is designed to help students accumulate additional credits which they are not able to acquire during their regular program due to the ELL mandates or past failures. . Both ESL teachers are fully licensed and certified in ESL. Both teachers have participated in the QTEL workshops facilitated by the New York City Department of Education and WestEd, a private professional development company.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10**

**School Building:** \_Morris HS Campus(HS for Violin & Dance)      **District** 9

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
NN/ N/A	2	N N/A	0	N/A	0	2

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a

Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:         Free-Standing     Push-in         Pull-out  
 Indicate Proficiency Level:     Beginning         Intermediate     Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:00 To:8:53	Subject (Specify) ESL				
<b>2</b>	From: 8:55 To: 9:48	Subject (Specify) PE				
<b>3</b>	From: 9:50 To: 10:43	Subject (Specify) Math				
<b>4</b>	From: 10:45 To: 11:38	Subject (Specify) Science				
<b>5</b>	From:11:40 To:12:33	Subject (Specify) History				
<b>6</b>	From:12:35 To:1:28	Subject (Specify) Lunch				
<b>7</b>	From:1:30 To:2:23	Subject (Specify) Violin	Subject (Specify) Violin	Subject (Specify) Violin	Subject (Specify) Violin	Subject (Specify) Viloin
<b>8</b>	From: 2:24 To: 3:00	Subject (Specify) English				
<b>9</b>		Subject (Specify)				
<b>10</b>		Subject (Specify)				

# SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:         Free-Standing     Push-in         Pull-out  
 Indicate Proficiency Level:     Beginning         Intermediate     Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:00 To:8:53	Subject (Specify) ESL				
<b>2</b>	From: 8:55 To: 9:48	Subject (Specify) PE				
<b>3</b>	From: 9:50 To: 10:43	Subject (Specify) Math				
<b>4</b>	From: 10:45 To: 11:38	Subject (Specify) Science				
<b>5</b>	From:11:40 To:12:33	Subject (Specify) History				
<b>6</b>	From:12:35 To:1:28	Subject (Specify) Lunch				
<b>7</b>	From:1:30 To:2:23	Subject (Specify) Violin	Subject (Specify) Violin	Subject (Specify) Violin	Subject (Specify) Violin	Subject (Specify) Viloin
<b>8</b>	From: 2:24 To: 3:00	Subject (Specify) English				
<b>9</b>		Subject (Specify)				
<b>10</b>		Subject (Specify)				

# SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:         Free-Standing     Push-in         Pull-out  
 Indicate Proficiency Level:     Beginning         Intermediate     Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:00 To:8:53	Subject (Specify) ESL				
<b>2</b>	From: 8:55 To: 9:48	Subject (Specify) PE				
<b>3</b>	From: 9:50 To: 10:43	Subject (Specify) Math				
<b>4</b>	From: 10:45 To: 11:38	Subject (Specify) Science				
<b>5</b>	From:11:40 To:12:33	Subject (Specify) History				
<b>6</b>	From:12:35 To:1:28	Subject (Specify) Lunch				
<b>7</b>	From:1:30 To:2:23	Subject (Specify) Violin				
<b>8</b>	From: 2:24 To: 3:00	Subject (Specify) English				
<b>9</b>		Subject (Specify)				
<b>10</b>		Subject (Specify)				

## Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

### Form TIII – A (1)(a)

Grade Level(s) \_\_\_\_\_  
LEP

Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-

Number of Teachers \_\_\_\_\_

Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		



## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

*Based on emergency cards and language information, the majority of non English speaking parents are literate in Spanish. Our school aides and parent coordinator are fluent in Spanish and assist parents with oral translations as well as assist teachers with written translations when needed.*

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

#### **Part B: Strategies and Activities**

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

*All correspondence with parents will be translated into Spanish by our Spanish speaking parent coordinator. The majority of our parents who speak another language read in Spanish and have the opportunity to contact the parent coordinator for further information if there are any concerns about written forms of communication sent home.*

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

*During student parent advisor conferences, all advisors inform the parent coordinator of the quantity of parents in each advisory in need of translation services. Non advisors including school aides and deans on the staff who are fluent in Spanish provide translation services for those parents during the student parent advisor conferences.*

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

*The main office always has a Spanish speaking employee to greet parents who have concerns. Interpretations are provided by the office staff for parents and teachers during walk-ins, scheduled meetings, and phone communication. In addition to a Spanish speaking parent coordinator, parents have numerous resources for oral and written translations.*

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \_\_\_\_\_ 200,000 \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \_\_\_\_\_ 2,000 \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \_\_\_\_\_ 10,000 \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year \_\_\_\_\_ 100 \_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

#### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

#### **2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written

parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **High School for Violin and Dance**

### **SCHOOL/PARENT**

#### **INVOLVEMENT POLICY**

##### **School wide policy statement addressing the school's Parent Involvement Policy and Goals.**

HSVD supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher conferences, student performances and all parent workshops.

##### **How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to be involved in school life.**

School administrators are available on any morning by appointment as early as 7:30 am and as late as 6:30 pm in the evening. The school has set up a school newsletter in English and Spanish to get vital information to all parents.

##### **Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.**

In addition to the above-mentioned website, the administration regularly distributes to every child all important information from the Department of Education as well as school bulletins from the district in English and Spanish when available to take home to parents. The PTA and parent coordinator prepares bulletins and information about upcoming events and the school arranges for the distribution of these flyers to every household through.

##### **How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.**

The School Leadership team is an important decision making entity within HSVD. Parent elect to attend our meetings, however, the Parent Coordinator regularly contacts parents who are active in our PTA to attend. Currently we have 3-4 parents who consistently attend our SLT meetings.

##### **How we will assess the efficacy of our involvement plan.**

This is addressed by monitoring the attendance of parents at all school functions including parent teacher conferences and by asking for feedback from the parents. Yearly parent surveys are collected and analyzed by the subcommittee of the school leadership team focusing on parent involvement. The administration addresses parent concerns on as as-needed basis.

##### **How we will involve parents in the development and approval of the School/Parent Involvement Plan.**

The School/Parent Involvement Plan will evolve out of the School's comprehensive education plan created by the school leadership team using feedback from all parent surveys.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Refer to pages 10-11

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

Refer to pages 12 and 13

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

This year our school has implemented a curriculum team that includes teachers, students and administrators. Together this team designs school wide assessments in English and Living Environment. This team also analyzes the data provided by these assessments and provides professional development to assist teachers in improving student outcomes.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Teachers participate in kid-talks four times per week in which they discuss the academic progress of struggling students and discuss and create strategies to improve the performance of struggling students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS**  
**FROM**  
**AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a

**UPDATED – OCTOBER 29, 2009**

grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school's curriculum team has provided a framework for teachers to horizontally and vertically align their curricula. At the beginning of the year the team provided professional development to all teaching staff on how to utilize this framework. Throughout the year the curriculum team uses teachers' plans using their framework to design interim assessment to monitor student performance and student progress. The curriculum team works with teachers to analyze the data. Additionally, through our exploration of assessment for learning our teachers have identified strategies to pinpoint student misunderstanding and adjust instruction tailored to the needs of individual students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although we have not yet met our goals in terms of differentiated instruction and alignment, we have already put structures in place to improve our standing this year and in years to come. For ELL students in need of extra support, we use "Achieve 3000," which targets students' reading levels and provides opportunities for classroom teachers to integrate content readings at the appropriate level. There is a movement to uniform the writing rubrics vertically and horizontally based on the Regents' rubrics pertaining to the specific types of essay writing required in both Global Studies and English Language Arts.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of

ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

HSVD will expand to formally include mathematics as part of our curriculum team for the 2009-2010. The math department will provide the team with "Know, Understand, Do" charts covering the topics taught for the year. In doing so, this will enable the team and the staff to analyze the curriculum to determine the needs for mathematics.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During the current academic year, HSVD has undergone some changes in our math program. We have incorporated a new staff member, introduced team teaching, roundtable projects, and reduced class sizes strategically. Students, beginning in the second semester freshmen year and continuing throughout their mathematics program of study take "mock Regents exams." The results are analyzed to determine student groupings. Assessment for learning strategies are employed to make in-class instructional adjustments.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

### **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the

secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

At HSVD we work to differentiate instruction in an on-time manner within the classroom based on formative assessment strategies being employed throughout the school. Scholarship reports both at the end of each marking period as well as at the semester change provide further data upon which to base instructional changes.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We use various Assessment for Learning strategies to determine the instructional adjustments necessary within a given class period. Our periodic assessments administered every six weeks help determine student progress concerning both the content and skills. The data is analyzed; teachers make instructional changes as necessary; students review the data to determine their progress and identify the skills and concepts on which they need to work.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol* (SOM<sup>2</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

At HSVD we have used formal and informal observations of classrooms, of bulletin boards, and of student work to determine the level of student engagement in mathematics.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In response to the issue of student engagement, the freshmen Integrated Algebra class will plan, develop, and implement roundtable projects in two designated marking periods. Teachers are observed regularly incorporating Smart Board technology in their classes.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The culture of the school is one that invites consistent feedback. At mid-year and year's end, staff and administrators reflect on the year to determine if the goals were met as well as helping each staff member establish goals for the upcoming academic year. As the need arises throughout the year, staff and administration review the growth of each teacher and make adjustments to plans as necessary.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

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<sup>2</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have reviewed our data and find that 83% of our teachers have been with HSVD two or more years. The same administrative team has been in the school for five consecutive years. The Progress Report and Quality Review show consistent student progress and school development.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our ELL classroom teachers know about the QTEL trainings and have recommended them highly. The professional development opportunities are identified through the Department of Education.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on our scholarship reports, the city, state, and federal measures for progress and performance, HSVD is meeting or exceeding standards. As information becomes available for our teachers, we access that to provide high quality instruction and continuously monitor student progress to make systematic and instructional changes as necessary.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are

not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

When the information from the NYSESLAT is disseminated, our ESL coordinator provides that information to classroom teachers. We are part of a group of schools that has been awarded an "ELL Success Grant." With those funds we have added the "Achieve 3000" program, part of which is a data management system that all teachers may access.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A consistent review of data around student performance and achievement informs HSVD's instructional approach. We collect data in addition to the NYSESLAT. Teachers have this information and use it in their classrooms to provide ELL students with some of the scaffolding necessary to continue their development.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

At HSVD we employ a collaborative team teaching model to the extent possible. Our Special Education teacher also has SETSS classrooms as necessary to support students as their IEPs warrant. The teaming

structure within the school makes time for the Special Education teacher to meet with classroom teachers as needed to discuss individual students and work with existing IEPs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We are constantly looking for ways to improve services to IEP students. The extra credit we earned on our most recent Progress Report indicates HSVD's effectiveness in addressing the needs of this population of students. Changes we made to the schedule should yield even greater results; we analyzed the data from mock Regents exams and periodic assessments given to students. Based on these results along with Scholarship Reports, we made adjustments as needed, which will further enhance student achievement.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We review the IEPs of each student as required. Our Special Education teachers work with teams to gather information on student progress during our designated bi-weekly "Kid Talk" meetings. In addition we share personnel with the other schools in our building to assist all of our students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The measures of progress illustrate HSVD's effectiveness in addressing the needs of this population of students. This forms our starting point; we have reconfigured the schedule to provide the more support for those students using both a CTT model and SETSS model as warranted.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

Yes (If yes, respond to questions in Parts A and B of this section.)

No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

Yes

No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09
9	Math	Level 1 & 2	34	2	15

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

Yes

No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09
10	Science	Level 1 and 2	1:34	2	1:15
11	English	Level 1 and 2	1:34	2	1:15

**II. Time on Task**  
 Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

Yes

No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

**A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

**B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

**C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

### **III. Teacher and Principal Quality Initiatives**

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

**A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description: Three teachers hold team leader positions which provide professional development to all staff members during the circular 6 period and once a week after school.

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description: 1<sup>st</sup> and 2<sup>nd</sup> year teachers team teach with experienced teachers. 1<sup>st</sup> and 2<sup>nd</sup> year teachers will be provided with mentoring services that will consist of:

- Develop ongoing formative assessment strategies
- Develop classroom rules and routines
- Develop lesson plans
- Develop SMART goals, both long and short term
- Provide feedback on professional conduct
- Coordinate inter-visitations to model best practices
- Curriculum development and planning
- Model best practices through co-teaching
- Develop strong communication skills
- Assist in developing reflection of professional practice

Develop a critical friends group

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:  
Each teacher will construct a professional development plan focused on 5 SMART goals which should include but are not limited to:

- Classroom observations
- Rigor of student work
- Reflective practices
- School wide goals/ vision
- Student outcomes

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation  
Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**IV. Middle and High School Restructuring**  
A. Implement Instructional Changes  
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

## V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

Yes

No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

## VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

**Program Description:**

We will use "Achieve 3000" to supplement English Language Arts instruction. This targeted program identifies student reading levels and provides instruction at that level. It may be used in all academic classes to find readings by content at the appropriate level for the students.