Department of Education

*Dennis M. Walcott, Chancellor*

# 2013-2014

# COMPREHENSIVE EDUCATIONAL PLAN

# (CEP)

**School Name:** HIGH SCHOOL FOR VIOLIN AND DANCE

**DBN (*i.e. 01M001*):** 09X543

**Principal:** FRANKLIN SIM

**Principal Email:** FSIM3@SCHOOLS.NYC.GOV

**Superintendent:** SUPERINTENDENT STAPLE

**Network Leader:** CRISTINA JIMENEZ

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|---|---|---|
| Sophia Pentoliros | *Principal or Designee | |
| Anthony Rau | *UFT Chapter Leader or Designee | |
| Ms. Dolores Norris | *PA/PTA President or Designated Co-President | |
| Ms. Kim Dixon | DC 37 Representative, if applicable | |
| Renee Norris<br>Aleza Nunez<br>Damali Berkley<br>Tayra Gomez<br>Gisselle Ruiz | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| Mr. Vionelli Morales | Member/ Parent | |
| Ms. Andrea Daniels | Member/ Parent | |
| Ms. Noele Pesante | Member/ Parent | |
| Mr. Fausto Concepcion | Member/ Parent | |
| Ms Violeta Talavera | Member/ astaff | |
| Ms. Lanor Steele | Member/ Staff | |
| | Member/ Staff | |
| | Member/ Staff | |
| | Member/ Staff | |
| | Member/ Staff | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# Comprehensive Education Plan (CEP) Requirements

## Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

# CEP Checklist

***All Schools***

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|---|---|
| **X** | **School Leadership Team Signature Page** |
| **X** | **Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)** |
| | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| **X** | **Academic Intervention Services (AIS)** |
| **X** | **Title I Plan (Only for schools receiving Title I funding)** |
| **X** | **Parent Involvement Policy (PIP)** |

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

***Annual Goal #1***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Increase graduation rate.**

By August 2014, the number of students who are on track (NYS Regents and credit accumulation) to graduate will increase a minimum of 8 percentage points as compared to our school's August 2013 graduation rate.

•

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Careful review of students' prior NYS Regents performance data
- Careful review of students' academic transcripts
- Careful review of students' achievement levels on specifically-designed performance assessments

Careful review of regularly-distributed, individualized student progress reports

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Strategic placement of identified students in lowest third into regular school day, extended school day (including Saturday Regents preparation) into NYS Regents tutorial and preparation classes
2. Implementation of double-period Regents based classes for identified / target groups
3. Regularly scheduled Town Hall meetings for targeted / identified students to inform them of their current academic data

**B. Key personnel and other resources used to implement each strategy/activity**

1. School Administrators, Guidance Counselors, Teachers, Parental Involvement, School Leadership Team
2. School Administrators, School Programmer, Guidance Counselors
3. Administrators, Teachers, Deans, Guidance Counselors

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Performance Assessment, Mid-marking period progress reports, Student report cards, Teacher Scholarship Data, Student Results on Mock Exams, Student Transcript
2. Performance Assessments, Mind-marking period progress reports, Student report cards, Teacher Scholarship Data, Student Results on Mock Exams, Student Transcripts
3. Deans' Referrals, Student Transcripts, College Acceptance Letters

**D. Timeline for implementation and completion including start and end dates**

1. Fall 2013 – August 2014
2. Fall 2013 – August 2014
3. December 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Regular day and extended day instruction; Extended day tutorials; Monthly Town Hall Meetings;
2. Regular day and extended day instruction; Extended day tutorials, Monthly Town Hall Meetings
3. Calendar dates strategically set to ensure the least amount of disruption from academic subject classes to support continuity of instruction and learning

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Continuous parental outreach via voice master, back-packing, SLT and PA meetings and conferences; Parental Workshops and Individual conferences with parents,

students, guidance counselors; Including parents in students' academic intervention planning and monitoring of student/child progress

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **x** | **Tax Levy** | **x** | **Title IA** | **x** | **Title IIA** | **x** | **Title III** | | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

## Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

***Annual Goal #2***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Annual Goal #2**

**Increase credit accumulation to help students achieves high school graduation requirements.**

By August 2014, 80% of all students in each grade will earn 10+ credits toward the meeting of graduation requirements.

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

1.Careful review of students' transcripts and report card data
2.Monitoring of students' progress reports
3.Careful review and analysis of teacher scholarship reports in a proactive manner

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

2. Conducting of formal and informal classroom observations and students' transcripts.
3. Comprehensive and collaborative academic scholarship review
4. Focused, small-group tutorials during regular school day and during extended time including Saturdays

**5. Key personnel and other resources used to implement each strategy/activity**

1. School Administrators, Guidance Counselors, Teachers, Parental Involvement, School Leadership Team
2. School Administrators, Guidance Counselors, Teachers
3. Teachers, Student Peer Tutors, Administrators, Guidance Counselors

**6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Performance Assessment, Mid-marking period progress reports, Student report cards, Teacher Scholarship Data, Student Results on Mock Exams, Student Transcripts
2. Academic progress made by Lowest Thirds, ELLs, Special Needs' Students
3. Scholarship Reports, Report Cards, Progress Reports, Transcripts

**7. Timeline for implementation and completion including start and end dates**

1. Fall 2013 – August 2014
2. Fall 2013 – August 2014

3. Fall 2013 – August 2014

**8. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Formal and informal observations, teacher conferences, parent teacher conferences, Town Halls, School Leadership Teams, Parent Teacher Conference, Parent Association Members
2. Formal and informal observations, teacher conferences, Parent Teacher Conferences,Scholarship Reports for each marking period
3. Student Progress Reports, Report Cards, Guidance counselor / parent / teacher conferences

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1.Continuous parental outreach via voice master, back-packing, SLT and PA meetings and conferences;
2. Parental Workshops and Individual conferences with parents, students, guidance counselors; Including parents in students' academic intervention planning and monitoring of student/child progress
3. Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
4. Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
5. Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
6. Regular developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | x | Title IIA | x | Title III | | Set Aside | | Grants |
|---|---|---|---|---|---|---|---|---|---|---|---|

List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

***Annual Goal #3***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Increase opportunities for our teachers to acquire higher levels of proficiency in teaching.**

By the end of June 2014, each of our teachers will have been observed a minimum of six times utilizing the newly-adopted teacher evaluation system.

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Regular formal and informal in-class observations, student / teacher scholarship data is referenced to inform needed improvements that facilitate strategic approaches to increasing student cohort academic performance.
- Collaborative review of academic trends in each teacher's scholarship data

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Conducting of formal and informal classroom observations
2. Comprehensive and collaborative academic scholarship review
3. Review instructional programming strategies to ensure progressive development around students' abilities
4. Double-period blocks of instructional programming and delivery across the Arts during the school day
5. Increase opportunities for students to engage in authentic artistic expression and experiences

2.

**3. Key personnel and other resources used to implement each strategy/activity**

1. School Administrators, Teachers, Grade Team Leaders and Team Members
2. School Administrators, Teachers, Grade Team Leaders and Team Members
3. Administrators, School Programmer, Guidance Counselors, Special Education Teachers and Admin
4. Administartors, School Programmer, Guidance Counselors, Arts Teachers and Arts Team Leaders and Team Members
5. Art Teachers, Music Teachers, Dance Teachers, Administrators, Teachers, SLT Members

**4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Performance Assessment, Mid-marking period progress reports, Student report cards, Teacher Scholarship Data, Student Results on Mock Exams, Student Transcripts
2. Performance Assessment, Mid-marking period progress reports, Student report cards, Teacher Scholarship Data, Student Results on Mock Exams, Student Transcripts
3. Student Programs, Student Academic Progress Reports
4. Student Academic Progress Reports and Report Cards, Student Performances, Regular Classroom Observations
5. Student school-wide performances a minimum of two times per academic term, Student Showcase Talent Shows, Musical Performances, Visits to Community Agencies such as Nursing Homes

**5. Timeline for implementation and completion including start and end dates**

1. Fall 2013 – August 2014
2. Fall 2013 – August 2014
3. Fall 2013 – August 2014
4. Fall 2013 – August 2014
5. December 2013, February 2014, March 2014, May 2014

**6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School-wide professional development; teacher mentors; Individualized Professional Development; Collaboration with Columbia University on Effective Instructional strategies including but not limited to the new teacher evaluation system and student performance assessments
2. School-wide professional development; teacher mentors; Individualized Professional Development; Collaboration with Columbia University on Effective Instructional strategies including but not limited to the new teacher evaluation system and student performance assessments
3. Ongoing individual teacher conferences, Classroom observations, Teacher mentors / Columbia University Support
4. Student programs will reflect double period blocks
5. Community Outreach will help facilitate students' performing at outside agencies such as Nursing Homes within the community.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Continuous parental outreach via voice master, back-packing, SLT and PA meetings and conferences; Parental Workshops and Individual conferences with parents, students, guidance counselors; Including parents in students' academic intervention planning and monitoring of student/child progress
2. Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
4. Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
5. Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **x** | **Tax Levy** | **x** | **Title IA** | **x** | **Title IIA** | **x** | **Title III** | | **Set Aside** | | **Grants** |

List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

***Annual Goal #4***

| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
|---|
| |

***Comprehensive Needs Assessment***

| Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. |
|---|
| |

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **1. Strategies/activities that encompass the needs of identified subgroups** |
| 2. |
| **3. Key personnel and other resources used to implement each strategy/activity** |
| 1. |
| **4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| 1. |
| **5. Timeline for implementation and completion including start and end dates** |
| 1. |
| **6. Describe programmatic details and resources that will be used to support each instructional strategy/activity** |
| 1. |

***Strategies to Increase Parental Involvement***

| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
|---|
| |

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Tax Levy** | | **Title IA** | | **Title IIA** | | **Title III** | | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

## Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

***Annual Goal #5***

| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
|---|
| |

***Comprehensive Needs Assessment***

| Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. |
|---|
| |

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **1. Strategies/activities that encompass the needs of identified subgroups** |
| 2. |
| **3. Key personnel and other resources used to implement each strategy/activity** |
| 1. |
| **4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| 1. |

| **5. Timeline for implementation and completion including start and end dates** |
|---|
| 1. |
| **6. Describe programmatic details and resources that will be used to support each instructional strategy/activity** |
| 1. |

***Strategies to Increase Parental Involvement***

| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
|---|
| |

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Tax Levy** | | **Title IA** | | **Title IIA** | | **Title III** | | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

| **Type of Academic Intervention Service (AIS)** | **Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)*** | **Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)*** | **When the service is provided *(e.g. during the school day, before or after school, etc.)*** |
|---|---|---|---|
| **ELA** | AIS services for ELA include:<br>DYO/Common Core Standards,<br>Inquiry-based teaching and learning;<br>Alignment of curriculum maps; | Small group<br>One to one<br>Extended Time on Task<br>Collaborative Team Teaching<br>ICT | During the day<br>After school<br>Saturday |
| **Mathematics** | Campus school;<br>Collaborating with AUSSIEs to support high need students; Alignment of curriculum maps; DYOs, Common Core Curriculum | Small Group; One to one; Extended time on task; Collaborative Team Teaching; Preparation for NYS Examinations, | During the regular day and after school including Saturdays |
| **Science** | Alignment of curriculum and instruction to Common Core Standards; Inquiry-based teaching and learning | Small Group, One to ONE, Extended time on task, Collaborative Team Teaching, ICT, NYS Examinations Prep | During the regular school day, after school,; Saturdays |
| **Social Studies** | Alignment of curriculum and instruction to Common Core Standards; Inquiry-based teaching and learning | Small Group, One to ONE, Extended time on task, Collaborative Team Teaching, ICT, NYS Examinations Prep | During the regular school day, after school,; Saturdays |
| **At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*** | Consistent outreach and follow-up as needed on individual student and family basis; Individualized Education Plans At-risk Services provided by the School Psychologist, Guidance-mandated counseling as outlined in individual special needs students' individual education plans | Small Group, Peer Mediation, One to one counseling sessions, Town halls by grade, gender; Mentoring | After school, As needed/ when requested |

# Title I Information Page (TIP)

**For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

***Title I Status***

| Indicate with an "X" your school's Title I Status. | | | | | |
|---|---|---|---|---|---|
| **X** | **School Wide Program (SWP)** | | **Targeted Assistance (TA) Schools** | | **Non-Title I** |

## All Title I Schools

***Highly Qualified Teachers (HQT)***

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
|---|
| Attendance at Citywide Job Fairs, Utilization of NUCDOE Job Portal / Application Bank; NYCDOE Open market; Referrals; Professional Organizations, Recommendations |

***High Quality and Ongoing Professional Development***

| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
|---|
| School-wide Professional Development; Teacher Mentors |

***Coordination and Integration of Federal, State, and Local Services and Programs***

| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
|---|
| All funds are appropriate allocated as needed and as determined by academic data. In addition, funds are allocated to support students / their families where needed as indicated by social interaction and needs for improved social development . |

## SWP Schools Only

***Transition Plans to Assist Preschool Children*** ***(Elementary Schools Only)***

| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
|---|
| |

***Measures to Include Teachers in Decisions Regarding Assessments***

| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
|---|
| School-wide development of Professional Development calendar via department and grade meetings; revision of professional development calendar as needed based on academic data |

## TA Schools Only

***Use of Program Resources***

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

***TA Coordination with the Regular Program***

| Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day). |
|---|
| |

## Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

***SCHOOL-PARENT COMPACT***

***REQUIRED OF ALL SCHOOLS***

***MAY BE LAST YEARS BUT MUST BE UPDATED***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## I. School Responsibilities

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

# Office of English Language Learners
# Grades K-12 Language Allocation Policy
# Submission Form
# 2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

# Part I: School ELL Profile

## A. School Information ⓘ

| | | |
|---|---|---|
| District 09 | Borough Bronx | School Number 543 |
| School Name High School for Violin and Dance | | |

## B. Language Allocation Policy Team Composition ⓘ

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

| | |
|---|---|
| Principal Franklin Sim | Assistant Principal Julio Lopez |
| Coach type here | Coach type here |
| ESL Teacher Steven Littman | Guidance Counselor Lillian Hernandez |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Sarita Borrero |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) Cristina Jimenez | Other type here |

## C. Teacher Qualifications

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

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers not currently teaching in a bilingual program | 1 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers not currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

## D. Student Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total number of students in school (Excluding Pre-K) | 378 | Total number of ELLs | 40 | ELLs as share of total student population (%) | 10.58% |

# Part II: ELL Demographics

## A. ELL Programs

| This school serves the following grades (includes ELLs and EPs) Check all that apply | K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☒ |
|---|---|

### This school offers (check all that apply):

| | | | |
|---|---|---|---|
| Transitional bilingual education program | Yes☐ | No☒ | If yes, indicate language(s): |
| Dual language program | Yes☐ | No☒ | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| **Transitional Bilingual Education** (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| **Dual Language** (50%:50%) | | | | | | | | | | | | | | 0 |
| **Freestanding ESL** | | | | | | | | | | | | | | |
| Discrete ESL class | | | | | | | | | | 13 | 9 | 10 | 8 | 40 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| **Total** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 9 | 10 | 8 | 40 |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|---|---|---|---|---|---|
| **All ELLs** | 40 | **Newcomers (ELLs receiving service 0-3 years)** | 9 | **ELL Students with Disabilities** | 21 |
| **SIFE** | 5 | **ELLs receiving service 4-6 years** | 13 | **Long-Term (completed 6+ years)** | 18 |

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

| ELLs by Subgroups | | |
|---|---|---|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 9 | 4 | 4 | 13 | 1 | 4 | 18 | | 13 | 40 |
| Total | **9** | **4** | **4** | **13** | **1** | **4** | **18** | **0** | **13** | 40 |
| Number of ELLs who have an alternate placement paraprofessional: 0 | | | | | | | | | | |

## C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | | | | | |
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **TOTAL** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| **TOTAL** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |

*EP=English proficient student

| Dual Language (ELLs/EPs*) K-8 | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | | | | | | | | | | | |
| | **K** | | **1** | | **2** | | **3** | | **4** | | **5** | | **6** | | **7** | | **8** | | **TOTAL** | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| **TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | |
| | **9** | | **10** | | **11** | | **12** | | **TOTAL** | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | |
| | **9** | | **10** | | **11** | | **12** | | **TOTAL** | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| **TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| **This Section for Dual Language Programs Only** | |
|---|---|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):<br>African-American: ___ Asian: ___ Hispanic/Latino:<br>Native American: ___ White (Non-Hispanic/Latino): ___ Other: | |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | | | | | |
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **TOTAL** |
| Spanish | | | | | | | | | | 11 | 9 | 9 | 6 | **35** |
| Chinese | | | | | | | | | | | | | | **0** |
| Russian | | | | | | | | | | | | | | **0** |
| Bengali | | | | | | | | | | | | | | **0** |
| Urdu | | | | | | | | | | | | | | **0** |
| Arabic | | | | | | | | | | | | | | **0** |
| Haitian | | | | | | | | | | | | | | **0** |
| French | | | | | | | | | | | | | 1 | **1** |
| Korean | | | | | | | | | | | | | | **0** |
| Punjabi | | | | | | | | | | | | | | **0** |
| Polish | | | | | | | | | | | | | | **0** |
| Albanian | | | | | | | | | | | | | | **0** |
| Other | | | | | | | | | | 2 | | 1 | 1 | **4** |
| **TOTAL** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **13** | **9** | **10** | **8** | **40** |

# Part III: Assessment Analysis

## Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **TOTAL** |
| Beginner(B) | | | | | | | | | | 1 | 0 | 0 | 1 | **2** |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | | | | | | | | | | 8 | 5 | 6 | 2 | 21 |
| Advanced (A) | | | | | | | | | | 4 | 4 | 4 | 5 | 17 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 9 | 10 | 8 | 40 |

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

| NYS ELA | | | | | |
|---|---|---|---|---|---|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

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

| New York State Regents Exam | | | | |
|---|---|---|---|---|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 6 | | 0 | |
| Integrated Algebra | 5 | | 0 | |
| Geometry | 0 | | 0 | |
| Algebra 2/Trigonometry | 0 | | 0 | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 0 | | 0 | |
| Living Environment | 6 | | 1 | |
| Physics | | | | |
| Global History and | 13 | | 0 | |
| Geography | | | | |
| US History and | 5 | | 0 | |
| Foreign Language | | 3 | | 3 |
| Government | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   We examine the students' scores on the NYSESLAT, periodic assessments, and classroom assessments. The data shows above all that most students' oral abilities outpace their written abilities. Sixteen out of sixteen returning students have scored higher on the listening/speaking component of the NYSESLAT than on the reading/writing component. ESL classes therefore put greater emphasis on these latter skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   We see that most of our students, particularly our significant LTE population, perform markedly better on the Listening and Speaking sections compared with Reading and Writing. For this reason, we are offering ESL classes specifically geared toward improving the reading skills of our ELL population.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Since in all cases (16 out of 16), students are weaker in reading/writing than listening/speaking, instruction will emphasize the written word. Authentic literature and high-level non-fiction texts, such as New York Times articles, will be used as the focus of the instruction. Support will be given in content areas to understanding written texts and documents and producing quality writing on an appropriate high level. Curriculum has been written indicating what texts are applicable.

4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. a. The ELLs are performing at a slightly lower level than their peers at the same grade level. We are gratified that all but our lowest-level ELLs are taking their exams in English (although with translating dictionaries and a copy of the test in their native languages). Two of our intermediate ELLs passed the English Regents with scores of more than 75.

b. We distribute the results to all teachers of ELLs. Students are programmed for ESL classes or additional support based on these results. Teachers use line-item analyses of all periodic assessments to inform their instructional goals and practices. Team leaders use data to inform their curriculum and lesson planning. Administrators use data to determine what courses and after-school help are necessary to schedule, and in what areas to provide professional development.

c. The school is learning what areas of English acquisition that our students need to work on in order to exit ESL. We design lessons based on the results for students, differentiating as needed. The native language is used to provide alternate texts, translations, oral explanations and glossaries in Spanish and other languages. Communication with parents is done in both English and Spanish.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
   Students are placed into ESL classes based on their linguistic needs. Because we are a very small school, there are only two ESL classes: beginning-intermediate and intermediate-advanced. Students are grouped by ability level. Students are also placed in team teaching classes when this appears appropriate (i.e. as per IEP).

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Evaluation is an ongoing process. We meet as an ESL committee bi-weekly. Our Grade Teams meet weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students' progress based on DYO Periodic Assessment exams and ongoing assessments in our classrooms. Our Data Specialist, Mr. Dan Rubin, produces hard data based on Periodic Assessments and standardized testing that informs instructional decisions.

# Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

When a student arrives at our school for the first time, we collaborate with the Pupil Accounting Secretary to determine whether or not the child has an existing Home Language Survey by accessing the Biographical Report in ATS. If we find out that there is no existing HLIS, we then hand the Home Language Survey to the parent, who is asked to complete it on the spot. If it is impossible to do so, the parent is advised that it is due within ten days. The intake process at HSVD begins at the Main Office, being faciilitated by the PPS secretary, Maricruz Dones (fluent in Spanish), where protocols for the intake process are being followed. The HLIS is provided to the parent with the assistance of the bilingual (Spanish) counselor, Lillian Hernandez, who will then facilitate the conversation in terms of parent questions and answers to the form. Secondly, Mr. Littman, ESL Teacher/Coordinator, is apprised of the possible ELL status of the child, who is taken to Mr. Littman's office for an informal interview in English and Spanish, if applicable. The ESL Coordinator uses a variety of assessments to determine language proficiency in English, i.e. question and answer, informal written essay, etc. He then administers the LAB-R (and the Spanish LAB in the case of a Spanish-speaking ELL) to the student, after which it is hand-scored and aligned to the current memo of assessment in terms of the appropriate cut scores for the year. If the student is determined eligible, Mr. Littman generates the eligibility/entitlement letter and provides it to the parent, informing them now that the child is eligible for ESL services. Conversely, if a child scores proficient on the LAB-R, Mr. Littman generates a non-entitlement letter, attesting to the fact that this student is not eligible for ESL services. In the interim, HSVD continuously analyzes the RNMR jobname in ATS as a data source to initiate conversations with content area teachers who have ELLs in their classes. In addition, we also use the data to further scaffold and differentiate instruction in all our classes. Annually, the ATS report RLER is run by Mr. Littman to determine which students are still ELL and are eligible to take the NYSESLAT. A schedule is drawn up of students, exam times and rooms for each section of the exam and Mr. Littman tests all students in all sections until completed.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

At the time of intake, we determine whether the parent is capable of understanding and communicating well in English, and if not, we find a person capable of translating to the parent's language, whether within the school, or at the DOE's translation services. Our bilingual (Spanish) guidance counselor, Ms. Hernandez, meets with the student and the family. The counselor will immediately consult with our ESL teacher, Mr. Littman (bilingual-Spanish)who follows the LEP Identification Process. The ESL teacher conducts the informal interview and uses a variety of assessments to determine language proficiency in English; ie., question-and-answer, informal written essay, etc. The Parent Coordinator, is a major stakeholder in the process as a liaison to the parent. Ms. Borrero, Parent Coordinator (fluent in Spanish), then shows the DVD that outlines the three program choices for the parent in their native language. After which, a question and answer forum is facilitated by the ESL Coordinator, Parent Coordinator and interpreter, if applicable, in order to answer any questions or concerns with a specific program. Once it has been

determined that the parent has a fair understanding of the three different programs, Mr. Littman, the ESL Coordinator, then asks the parent to fill out the Program Selection Form by asking them to rank their choice accordingly. Once done, they sign the document and Mr. Littman will then inform the parent of what specific programs exist at HSVD. If the parent choice is not supported by the existing program at the school level, Ms. Borrero, Parent Coordinator, assisted if necessary by a Principal's Designee, will then contact the Office of ELLs at ELLProgramTransfers@schools.nyc.gov to alert them of the parent's request, and to work with the Office of Student Enrollment to attempt to find a suitable bilingual program. We also provide referrals to schools that focus on serving ELLs if the parent so requests. In the interim, we program the child based on what HSVD currently offers and provide an amicable timeline with the parent that would identify the results of the outreach and outcome. This usually takes between two to three weeks, depending on seat identification from OSEPO. The parent's choice is then logged in on ATS, using the new ELPC function. The Parent Coordinator will serve as the liaison between the school and the parents, should a previously selected program not available at the time become available at a later time.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
Mr. Littman, ESL Coordinator, coordinates with Ms. Borrero, Parent Coordinator, who handles the logistical aspect of the Parent Orientation in a timely manner. In addition, after a parent has gone through the orientation process, the Parent Survey is completed.
In conjunction with the viewing of the parent video, the Program Selection Form is then provided by Mr. Littman to the parent to ascertain their choice of program, according to preference. This form is handed to the parents after the question and answer portion of the video session. However, in cases wherein the parent would request to take home the form to review, we then deploy the Parent Coordinator to follow up in the retrieval process in a timely manner. The Parent Coordinator will serve as a liaison between the school and the parents of ELL's and will distribute entitlement letters and oversee the completion and collection of all forms. Forms will be given by Ms. Borrero to students to bring home and collected from them the following day or days. Follow-up calls home will be made when the forms are not returned. All forms are stored in the students' cumulative envelopes and a database is maintained with the choices and contact information for the parents.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students are programmed based on parent choice. However, since HSVD currently offers only a freestanding ESL program, we program the students according to proficiency level, as far as ESL mandated units are concerned. As part of being transparent to our parents, in terms of school goals, we maintain an open communication with ELL parents, inviting them to several consultative meetings during the year. For example, in September, we identify a day before school and/or after school, when the bilingual parent coordinator and the bilingual guidance counselor will meet with parents to outline the student program as well as answer any queries from the parents regarding second language acquisition. Special Ed ELL's are placed in ICT classes with a licensed special education teacher. In addition, this provides HSVD parents explicit academic expectations that can be reinforced by the parents at home. As a follow-up, we have allotted a parent meeting specific to our ELL population after each of the six marking periods, with an appropriate language interpreter, as needed.

When a new student is placed into our ESL program, a placement letter is generated and sent to the parent, a copy is placed in the student's cumulative envelope, and a database is kept by Mr. Littman, the ESL coordinator. At the beginning of each school year, letters for the parents of students who continue to be entitled are sent to those parents, and a copy is placed in the cumulative envelope, and the information is kept in Mr. Littman's database.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Throughout the school year, it is stressed that it is very important to pass the NYSESLAT in order to exit ESL and be able to take more electives. Students are reminded when the NYSESLAT is coming and reminded again of the advantages of passing it.

At the beginning of the NYSESLAT testing period, all ELLs receive a pass to take the NYSESLAT in a specified location. The exam is scheduled for an afternoon during which the Listening, Reading and Writing sections are given during one administration. Breaks are provided, and pizza is provided at the conclusion of the exam as an incentive. In this manner, the majority of students are tested all at once, so that there are no sections missing. The pass also shows the time for the Speaking section appointment. Appointments are made during arts and elective classes that students are ordinarily attending and can easily be found; approximately 5 students are scheduled in an hour and most students are tested on the first attempt.

A make-up session for the main testing schedule is distributed to the affected students the day after the first administration and follow up is made until all students are tested.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ Since HSVD is a 9-12 school, we get our students through the high school application process, whereby students from the middle school articulate. In cases wherein we have over-the-counter cases, parents have chosen free-standing ESL historically for the past three years (SY 2008-09; SY 2009-10, SY 2010-11). This is evidenced with the results of the parent selection form as we tabulated it longitudinally to determine any trends or patterns. For the past 5 years, there has been a minuscule number of over-the-counter ELL students registering at HSVD.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Currently we have 40 ELLs; they range in skill levels from beginner to advanced. All but four come from Spanish-speaking households. Based on the results of the spring 2011 NYSESLAT Exam, most of the ESL students at HSVD scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the vast majority of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more years. They are orally proficient in English, but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect, we have implemented an ESL instructional program is a push-in/pull out model (pull-out for beginning ESL; push-in for other courses). We have four grade-level teams that serve ELLs. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

We also have self-contained ESL classes. Instruction is differentiated, based on the students' skill levels.

Below is how this coherent but flexible language policy fits into the 8 principles of a strong language allocation policy.

Principle One: A Coherent Language Policy

In implementing a push-in model we have also had to think about how we use both languages in the classroom. We face the challenge of a diverse ELL population in terms of language proficiency but not sufficient numbers to make possible separate classes by language proficiency. However, because almost all of our ELLs come from a Spanish-speaking background, and many members of our teaching staff, , including our ESL teacher, are bilingual, we have mapped out how to strategically use both English and the native language to best support our students. The ESL teachers, in conjunction with content teachers and the administration, have developed a language policy that we feel takes into account the individual needs of all of our students.

Principle Two: Academic Rigor

Through the push-in model we ensure that all ELLs at HSVD participate in instructional programs that are aligned with ESL, ELA, and content learning standards as well as have access to a regents prep curriculum. Through the push-in and pull-out models, teachers use ESL strategies and methodologies as well as native language support when necessary to address the needs of students at various proficiency levels.

Principle Three: Use of Two Languages

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the Regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see why they cannot use their native language to make meaning out of the material in class.

Principle Four: Explicit ESL and ELA Instruction

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

We have an ESL instructional program that uses a variety of approaches - push-in model and pull-out models. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154. The main component of our program is integrated team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our ESL teacher is assigned to work with content teachers of our ELL blocks in order to provide ESL support. The ICT model ensures that all advanced ELLs are receiving the mandated number of minutes per week. Intermediate and Beginner Students are programmed for a separate ESL class every day. A separate ESL class is offered to provide 5 periods (260 minutes) of instruction for beginning and intermediate students; the remainder of the time required for all students is achieved by ESL push-in to other classes. Push-in by the ESL teacher into one other 5-period-per-week class reaches the requirement for all students, including beginners.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans. Written materials are translated into Spanish, or alternate texts in Spanish are used. The ESL teacher pushes into one subject class and provides ELL's with additional language support during class periods by working with them in small groups and scaffolding materials.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate scaffolding techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher is provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected. Students are also provided with bilingual glossaries in all subjects they take for which such glossaries exist; bilingual word walls are found in classrooms.

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

The bilingual counselor and the ESL teacher, who is fluent in Spanish, interview students to determine fluency in Spanish. In the

case of a new student whose native language is not Spanish and no one can be found who speaks that language, the DOE's translation services are used. In addition, students are asked to provide a writing sample in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   Classroom assessments are required to focus on all four modalities, either within the same assessment, or serially through series of brief discrete assessments. Emphasis is on listening and reading skills, as the results of the NYSESLAT consistently show that these two areas are the weakest for our students, some of whom have ADHD and/or reading disabilities.

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

   If a student is identified as SIFE, we employ the following procedure:

a. After a student is identified as SIFE, we schedule teachers to provide three periods a week for homework help and content assistance. These classes are used to help students understand the content and keep up with the work of their core content classes. The ESL teacher interacts with content teachers to see which students need the most help in various subjects.

b. For newcomers (who are usually beginners) we place the student in an ELL block where an ESL teacher provides support in content classes. In addition, they are given a separate ESL class to work on literacy five days a week.

c. For students who have been ELLs from four to six years, we use the ICT model to provide support in core classes, and, depending on skill level, assign the student to a separate ESL class.

d. In order to meet the needs of long-term ELL's at HSVD, we have implemented an ESL instructional program in a hybrid push-in/pull-out (push-in for content areas; pull-out for ESL) model. We have found this model to be very effective in helping and meeting the needs of LTEs to improve their linguistic and academic skills so that they become English proficient, meet state standards, and promotion/graduation programs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   ELLs with Special Needs receive services according to the academic support necessary, as stated in the IEP. Most of our ELLs who are classified as Special Education have very good listening and speaking skills, but they struggle with reading and writing in English. These students are assigned an additional English class with an ESL teacher to help them with their reading and writing. Many of these students have much better skills in English than in Spanish. A special education teacher (Mr. Smart) also pushes into several of their classes. The ICT model is used in those classes. The special education teacher oversees the IEP's and determines how to meet each student's needs stated in the IEP. For students more fluent in Spanish than English, written materials are translated into Spanish. Glossaries with terms in both languages, along with definitions in Spanish, are provided for use during class lessons; glossaries that only translate are used during Regents testing.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   Students with special needs are grouped within class sections that are co-taught by a licensed Special Education specialist and a licensed content area teacher. These sections contain special-needs and general education students together at all times. A program developed at our school, Extended Time on Task (ETOT), allows students to complete work after it is due, including after a semester has ended, to receive course credit when they are unable to complete the work on time. (ETOT is open to all students.) Students with special needs are also allowed extended time on all exams, as stated in their IEP's. We allow students who need more time in Math to complete courses in three semesters rather than two, when appropriate; however, all students are initially given the opportunity to complete these courses in two semesters, and are expected to make an effort to do so. For math

and all other academic courses, PM school classes allow students to make up credit when necessary. Also, credit recovery courses are given during the school day that allow students to make up missing credits at their own pace with the guidance of a licensed teacher. SWD's are programmed alongside general education students 100% of the time.

**Courses Taught in Languages Other than English**

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|---|---|---|---|---|
| Native Language Arts: | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

| | Beginning | Intermediate | Advanced |
|---|---|---|---|
| ESL instruction for *all* ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **FOR TBE /DL PROGRAMS:** Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

| | Beginning | Intermediate | Advanced |
|---|---|---|---|

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|---|---|---|
| | **Beginning** | **Intermediate** | **Advanced** |
| ESL instruction for *all* ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **FOR TBE /DL PROGRAMS:** Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

## Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|---|---|
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Freestanding ESL |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| TIME | BEGINNERS INTERMEDIATE ADVANCED |

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   We provide a variety of intervention services.

   After-school and Saturday tutoring and courses will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. Struggling students are mandated to attend PM school in order to make up for deficient credits and skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Our ESL program puts the greatest emphasis on the modalities that need the most improvement overall: listening and reading. The ESL classes are taught with a method that incorporates listening and reading at the same time for at least 15 minutes per day. Out of the 17 current students who took the NYSESLAT at our school last year, 11 went up at least one proficiency level.

11. What new programs or improvements will be considered for the upcoming school year?
    We will have professional development regarding support for ELL's through in-house training as well as DOE-sponsored professional development. Ramp Up for Literacy, AVID, Rosetta Stone and Curriculum Mapping including content area and ESL teachers.

12. What programs/services for ELLs will be discontinued and why?
    No programs are scheduled to be discontinued at the present time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. The ESL teacher is responsible for making sure that their students are included. Programs include Computer Club, advanced dance and orchestra, sports teams, book club and events such as dances and recitals. ELL's are also enrolled in all classes (except ESL) alongside English-dominant students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards. Teachers also use guided note-taking graphic organizers and have students do dictation. In addition, we utilize word walls with pictures and Spanish translations. We have four laptop carts that we employ for many of our programs and projects. Curriculum planning and mapping custom-designed to meet out students' needs are done through the website Rubicon Atlas (http://cfn406.rubiconatlas.org/c/pi/v.php/Atlas/Authentication/View/Login). Written materials in content areas, such as readings and assignments, are translated into Spanish for those who require it.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.

Newcomer ELLs are provided with testing accommodations including:
English and Spanish language versions of both in-class and regents assessments in the content area.
Bilingual dictionaries for ELA class and the ELA Regents

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Materials used are written for high school students and reflect themes relevant to adolescents. For example, novels such as "The Outsiders" and "Johnny Tremain," written on a high-interest level with outsider and coming-of-age themes, are used in ESL classes to improve reading and vocabulary and give students an understanding of the literary elements they must know for the ELA Regents. Content areas are taught with ELLs alongside non-ELLs as they study grade-appropriate subjects.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    We have an orientation program for all new students to the school.

18. What language electives are offered to ELLs?
    Spanish, Italian, Japanese and French are currently offered.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Not applicable. No dual language program.

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1) Every Wednesday we meet as a whole staff for one hour and have professional development. The plan for this year so far and moving forward is as follows: In August we learned about the vision of the school, classroom expectations, the important components of being on a team, the three C;s (College/Career, Commitment and Confidence) and through team building activities we learned to work together in a variety of ways. In September we received PD on having difficult conversations with staff members to make our team meetings more effective, we worked on baseline assessments within teams for our students, and we discussed discipline data and concerns. We also received PD on the quality review. Our ELA department head provides a monthly PD all around literacy. In October we discussed CEP goals, we received professional development on strategies to implement with our English Language Learners and how they connected to the common core standards from our ELL network specialist, worked on curriculum maps and will discuss discipline by reviewing the data and creating next steps. In November we received professional development from Roberta Kang from Columbia University (Teacher's College) on applying rubrics. We also learned how to use protocols to look at student work as well as look at assessment data to create next steps. In December we will be looking at student work focusing on our English Language Learners and will look at more discipline data while we reflect on classroom management strategies.

Besides the professional development mentioned above, our bilingual guidance counselor addresses the pychosocial needs of the students, providing sessions that are mandated and that arise situationally. She also does group guidance will 9th and 10th grade classes. All 9th graders receive freshman seminar that consist of important components necessary to the adjustment to high school. For example, graduation requirements, Chancelor's code of discipline, note-taking skills through cornell notes, how to organize your binder, who is who at our school so they know who to go to with an issue or particular support in a certain area, goal setting and conflict resolution. Many students take the AVID elective, which provides support in how to be a successful high school student.

2) Our ELL coordinator can attend any to all ELL PD's the network provides throughout the school year. Our monthly literacy PD supports all teachers that instruct ELL students, especially since the data is clear on where the weaknesses exist with our ELL students.

3)Our bilingual guidance counselor addresses the pychosocial needs of the students, providing sessions that are mandated and that arise situationally. She also does group guidance will 9th and 10th grade classes. All 9th graders receive freshman seminar that consist of important components necessary to the adjustment to high school. For example, graduation requirements, Chancelor's code of discipline, note-taking skills through cornell notes, how to organize your binder, who is who at our school so they know who to go to with an issue or particular support in a certain area, goal setting and conflict resolution. Many students take the AVID elective, which provides support in how to be a successful high school student.

4) In accordance with the Jose P. ruling, we provide ELL training to all staff. In December we will two hours with our staff on looking at student work for our ELL students. In January during regents week we will use half a day (3 hours) to focus on topics such as strategic grouping, assessment for learning, and academic vocabulary (tier two words). In March during our spring retreat with our staff we will spend ninety minutes on professional development regarding the different levels of English Language Learners and their path from the LAB-R to the NYSELAT. The different sections of the assessment from the reading and the writing to the listening and the speaking to the beginner, intermediate, advanced and proficient levels so they are aware. Data will be used so they can see the connection to their students since most teach English Language Learners. The last hour will be conducted in June where a reflection will occur with our teachers in regards to their curriculum, efforts and supports to our ELL students.

A record of attendance is kept of these meetings using a sign-in sheet.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents and families of students in HSVD are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at HSVD we:

> conduct yearly Parent's Association elections for Executive Board members;

> conduct monthly Parent's Association meetings;

> through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;

> hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;

> conduct outreach activities and training parents;

> distribute all notices in English and Spanish;

> provide resources for family outreach to assist and inform parents, and involve them in the school community;

> encourage parents to network with each other and to communicate with school staff;

> maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;

> meetings are scheduled at various times during and after the school day to accommodate parents;

> bilingual parent newsletter;

> annual open house;

> activities open to parents, such as the annual picnic, senior breakfast, and Second Cup of Coffee.

> Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

All written materials are translated into Spanish by bilingual staff members; these staff members also provide oral translations when required.

2. Currently we are partnering with Big Brothers/Big Sisters, which pairs ELL's with successful adults who were once ELL's.

3. We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students.

4. We use the Learning Environment Survey to determine what the needs of the parents are. We have an active parent association that meets regularly. We conduct activities, such as the school picnic and parent-teacher conferences, to support the

needs of the parents.

## E. Additional Information

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

Paste response to question here:

# Part VI: LAP Assurances

| School Name: HS for Violin and Dance | | School DBN: 09X543 | |
|---|---|---|---|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Franklin Sim | Principal | | |
| Julio Lopez | Assistant Principal | | |
| Sarita Borrero | Parent Coordinator | | |
| Steven Littman | ESL Teacher | | |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Lillian Hernandez | Guidance Counselor | | |
| Cristina Jimenez | Network Leader | | |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

# LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

**DBN:** 09X543 **School Name:** HIgh School for Violin and Dance

**Cluster:** 04 **Network:** 402

**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.

in order to assess the school's written translation and oral interpretation needs we used the Home Language Survey. Additionally, our staff, including the Parent Coordinator, Guidance staff and ESL instructor have conversations with students to find out what language is spoken at home.

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.

According to the data, our school conluded that there are 40 students whose parents may request language translation and interpretation. The majority of our students need translation and interpretation in Spanish (87.5%). There is only one family that may need French, one family that may request Wolof, one family that may request Khamer, one family that may request Twi, and one family that may request Niger Congo. These findings will be shared thorugh the School Leadership Team, Parent Association, and the HSVD staff.

**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.

Our school will provide language services to all parents. Mr. Littman (ESL Teacher and Programmer) and Ms. Borrero (Parent Coordinator) both translate documents sent to Parents in Spanish. All letters home are sent with English on one side and Spanish on the other side.

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.

Oral translation services in Spanish will be provided by the Parent Coordinator when requested. If the Parent Coordinator is not available, the ESL teacher, one of the IEP teachers and one of our Guidance Counselors are also fluent in Spanish. When languages other than Spanish are requested there are teachers and staff members on campus that speak other languages and the Language and if needed, the Interpretation Unit will be called at 718-752-7373.

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.

When parents enter the school there is a sign posted by the elevator that provides parents with the phone number of the Language and Interpretation Unit and also the contact information of the Parent Coordinator and the Family Advocate. In case of an emergency, we will contact the Language and Interpretation Unit for langauges other than Spanish. We will work with the Language and Interpretation Unit to ensure that all forms and signage that pertain to translation are available in Spanish.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| **Part A: School Information** | |
|---|---|
| Name of School: HS for Violin & Dance | DBN: 9X543 |
| Cluster Leader: Chris Groll | Network Leader: Cristina Jimenez |
| This school is (check one): ☒conceptually consolidated (skip part E below)<br>☐NOT conceptually consolidated (must complete part E below) | |

| **Part B: Direct Instruction Supplemental Program Information** |
|---|
| The direct instruction component of the program will consist of (check all that apply):<br>☐Before school ☒After school ☒Saturday academy ☐Other: |
| Total # of ELLs to be served: 31<br>Grades to be served by this program (check all that apply):<br>☐K ☐1 ☐2 ☐3 ☐4 ☐5<br>☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12 |
| Total # of teachers in this program: 3<br># of certified ESL/Bilingual teachers: 2<br># of content area teachers: 1 |

| Part B: Direct Instruction Supplemental Program Information |
| --- |
| Describe the direct instruction supplemental program here and include the<br>• rationale<br>• subgroups and grade levels of students to be served<br>• schedule and duration<br>• language of instruction<br>• # and types of certified teachers<br>• types of materials |
| Begin description here: Rationale:<br><br>Our Ell's will receive after school and Saturday instruction to provide them with supplemental academic support. The reason for the additional support is because our English Language Learners have demonstrated literacy needs in writing and reading. All but four of our ELL students speak Spanish as their primary language. Currently the majority of our ELL students are at the intermediate level. Our direct instruction program will be very strategically designed and one day a week after school for 60 minutes, our ESL coordinator, Mr. Littman, will provide additional instruction with a focus on literacy. The second day, the focus will shift where our advanced students, who at this moment are the second largest group, will receive support from our Bilingual teacher Ms. Polonia and our English Department leader Ms. Bonnick. Their focus will also be improving literacy since this group has demonstrated deficiencies in the area mentioned. Her collaboration with Ms. Bonnick will also prepare students for the English Regents, even if they are not scheduled to take it this year. Saturday will be used for all English language learners to receive additional support. Every other Saturday our ESL coordinator and Bilingual teacher will strategically divide students into two groups, long term ELL's and the rest. These sessions will focus will on preparing them for the NYSELAT. This will first entail students with setting goals based on their previous scores. Our instructors will go through all components of the NYSELAT and provide instruction from 9-12pm.<br><br>Subgroups:<br><br>Advanced students will receive support on one day. Intermediate students will receive it on the other day and Saturdays will be open to all English Language Learners.<br><br>Schedule and duration:<br><br>Tuesday and Wednesday from 3:15 to 4:15 and every other Saturday from 9-12pm will be the schedule and duration of the program. Monthly this will require 24 hours of per session at a $50.19 rate which will be about $1200.00 a month. We would like this program to occur for 7 months (November –May).<br><br>Language of Instruction:<br><br>The language of instruction will be English but both our ESL and Bilingual coordinators speak fluent Spanish which is the primary language of 95% of our ELL students.<br><br># & Type of certified teacher:<br><br>There will be a total of 3 teachers. One ESL certified coordinator, one bilingual certified teacher and one |

| Part B: Direct Instruction Supplemental Program Information |
| --- |
| English content teacher.<br><br>Materials:<br><br>Laptops and textbooks such as Structured Practice & Context will be used. As well as Spanish/English dictionaries with images, old English Regents exams and DYO assessments that resemble the NYSELAT. |

| Part C: Professional Development |
| --- |
| Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.<br>• rationale<br>• teachers to receive training<br>• schedule and duration<br>• topics to be covered<br>• name of provider |
| Begin description here: Rationale:<br><br>Our ESL, Bilingual teacher and English Department leader will receive professional development with a specific focus being on supporting the English language learners. The first professional development will occur on November 6th with an organization called the AUSSIE. These professional development providers will work with the above teachers in the areas of curriculum, ESL strategies and Assessments. An Aussie coach will meet with the team monthly. This will be an ongoing process throughout the year that will also include inter-visitations. The rationale for this is that educators can learn from each other through observing a peer teach. This will not be limited to observing teachers within the school but instead will involve other ESL teachers on the campus.<br><br>Schedule & Duration:<br><br>Monthly meetings as well as monthly inter-visitations will take place.<br><br>Topics:<br><br>Curriculum support, ESL strategies and improving assessments will be some of the topics of professional development.<br><br>Name of Provider:<br><br>Aussie Organization<br><br>How parents will be notified of these activities?<br><br>Parental communication will occur in through letters whish will be mailed home and through school messenger which is one of the ways we communicate with parents by phone. |

| Part D: Parental Engagement Activities |
|---|
| Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.<br>• rationale<br>• schedule and duration<br>• topics to be covered<br>• name of provider<br>• how parents will be notified of these activities |
| Begin description here: Parent's involvement will occur through three workshops. The first will be inviting all parents of our English Language Learners to instruct them on the additional supports their child will receive because they are English language Learners. The second workshop will occur to learn about the graduation requirements for their child. The third workshop will be to share the progress of their child.<br><br>Schedule and Duration:<br><br>Each workshop will be one hour in length and will occur after school from 5-6 pm. The first workshop will occur in mid-November, the second will occur in mid January and the last one will occur in mid-March.<br><br>Name of Provider:<br><br>All three workshops will be facilitated in our school and the three facilitators will be Mr. Littman (ESL coordinator) for the first workshop. Ms Lillian Hernandez will facilitate for the second workshop. Mr Littman and Ms Polonia will facilitate the last workshop.<br><br>How parents will be notified:<br><br>Parents will be notified in three ways. The first letter will be backpacked with their child, the second will be through a mass school messenger and the last way is through phone calls from our parent coordinator Ms. Borrero. |

| Part E: Budget | | |
|---|---|---|
| **FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan. | | |
| Allocation Amount: $ | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits)<br>• Per session<br>• Per diem | | |

| Part E: Budget | | |
|---|---|---|
| **FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan. | | |
| Allocation Amount: $ | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Purchased services<br>• High quality staff and curriculum development contracts. | | |
| Supplies and materials<br>• Must be supplemental.<br>• Additional curricula, instructional materials.<br>• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| **TOTAL** | | |