

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**30Q301**

**School Name:**

**ACADEMY FOR CAREERS IN TELEVISION AND FILM**

**Principal:**

**EDGAR RODRIGUEZ**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: CEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Secondary School Number (DBN): 30Q301  
School Type: CTE High School Grades Served: 9 – 12  
School Address: 1-50 51<sup>st</sup> Ave. Long Island City, NY 11101  
Phone Number: 718 609-3330 Fax: 718 609-3339  
School Contact Person: Kendra Feeley Email Address: kfeeley@actvf.org  
Principal: Edgar Rodriguez  
UFT Chapter Leader: Charles Healy  
Parents' Association President: Lenore Skenazy and Rachel Beadle  
SLT Chairperson: Edgar Rodriguez  
Student Representative(s): Daniela Collado and Federico Michellin

**District Information**

District: 30 Superintendent: Juan Mendez  
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354  
Superintendent's Email Address: Jmendez2@schools.nyc.gov  
Phone Number: [718-281-7696](tel:718-281-7696) Fax: [718-281-7519](tel:718-281-7519)

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 561 Network Leader: Derek Jones

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Edgar Rodriguez	*Principal or Designee	
Charles Healy	*UFT Chapter Leader or Designee	
Lenore Skenazy	*PA/PTA President or Designated Co-President	
Valen Daughtrey	DC 37 Representative, if applicable	
Daniela Collado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rachel Beadle	PTA Co-President / Parent	
Elizabeth Atkinson	PTA Member/ Parent	
Nancy Zupo	PTA Member / Parent	
Frederico Michellin	Member / Student	
Jessica Rosner	Member / Teacher	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and</li> </ul>	

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Academy for Careers in Television and Film (TvF) is an unscreened Career and Technical Education high school serving students in 9th to 12th grade. It exists to provide a bridge to higher education and meaningful preparation for careers in video production. TvF students are enrolled in a sequence of introductory CTE courses which provide them with an understanding of the history and structure of the film and television industry, and the nature of different career paths in production. By the 11th grade students select an area of specialization, entering a sequence of advanced courses, and are often placed in internships. The school's lead partner, the New York Production Alliance, represents a cross section of the industry and includes the owners of New York's major studios, top producers and directors, unions, and scores of other businesses and organizations. Through this and many other industry partnerships, students benefit from unprecedented opportunities to work alongside industry professionals and gain valuable experience to support their career and academic aspirations. Simultaneous to learning skills that are applicable to the workforce, students also participate in a customized college preparatory academic program and receive highly personalized instruction. The academic courses at TvF are organized around the knowledge, skills, and work habits which students will need to be successful in competitive four-year universities. A particular emphasis is placed on the mastery of written and verbal communication skills. Recognizing how important it is that students be provided with the opportunity to engage in advanced coursework and to earn college credits prior to graduation, TvF offers a range of AP and other college-credit bearing courses and post-secondary partnerships. This year, TvF is part of two new initiatives: the PROSE Program and the Learning Partners Program. The former would allow us the flexibility to continue our non-traditional organizational practices and the latter would give us the opportunity to share our work with other schools as a host school.

TvF is part of the New Visions for Public Schools network and effectively utilizes its' services in leadership coaching, teacher professional development, data analysis, and operational guidance. The combination of New Visions' support along with our own internal systems, instructional practices, and organizational decision-making has resulted in great accomplishments. Since graduating our first cohort in 2012, TvF has maintained a graduation rate of 96% or higher and an attendance rate of 93% or higher. Similar to previous years, in the 2013-14 school year 98% of students in 9th and 10th grade earned enough credits to be on track for high school graduation, 43% of students graduated college ready, and 76% of graduates enrolled in a college or other postsecondary program within 6 months of graduation. These results are some of our school's greatest achievements; likewise, maintaining these high rates of success continues to be our greatest challenge from year to year.

Last year we were deeply committed to developing a common framework for curriculum development, revision and documentation across all academic subjects, with an emphasis in Common Core Learning Standards alignment. Much of our professional development time was dedicated to department team meetings during which our teachers collaborated on curriculum maps for nearly every course in our school. These comprehensive maps included teacher reflections for each unit, grounded on intentionally selected exemplars of student work. In addition to continuing to develop our curriculum and updating the curriculum map documents, this year our key areas of focus are on strengthening and streamlining organizational protocols and systems that are already in place so that we can continue to find balance and to allocate the time to all of these competing priorities that define the challenges of establishing and sustaining a well functioning school.

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Last year was the first year in which we used the Danielson framework, which set high standards in classroom instruction and student engagement. Our focus was on improving the fluency of the Danielson on the part of both the administration and the teachers. In the 2013-14 Quality Review, it was noted that “School leaders support teacher development and document their cycles of observations...[and] teachers design and share with the leadership their individual professional development plans and reflections from scholarship data analysis, pedagogical growth, and instructional and non-instructional goals.” The Quality Review further suggested that we focus on personalizing professional development to “strategically align and tailor the support to individual teacher goals impacting accelerating teacher capacity.” As such, this year, we need to improve our utilization of the teacher PD plans by personalizing teacher instructional goals through the lens of the Danielson.

Every teacher at TvF writes their own personalized professional development plans at the start of the school year after an initial meeting with their direct supervisor. This plan will include at least two instructional goals. Teachers will reflect and identify the observable criterion in which goals are met and supervisors will use the PD plans as reference during informal and formal observations to frame the post-observation meeting. At the conclusion of each of these meetings, teachers are asked to identify two “next steps” toward the progress of these goals that can be achieved by the next round of observation (usually within a month). In turn, teachers will be provided with comprehensive reports evaluating their performance and progress toward their goals; as well as feedback and guidance in teacher development of next steps.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By November 2014, a personalized professional development plan will be completed by teachers which Supervisors will use to inform and tailor teacher support over the course of the year during observations (both formal and informal) and debrief meetings. By June 2015, teachers and administrators will use the teacher’s goals to measure the progress made over the course of the year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> </ol>			

4. Activities that address the Capacity Framework element of Trust			
During the first two PD days of the year in September 2014, all faculty receive their final overall Advance rating, along with the End of the year reflection of their 2013-2014 PD Plan (complete the previous spring semester. Teachers then develop instructional goals based on prior Advance ratings, previous conversations with supervisors, and their final reflections (if applicable) from the prior year. Supervisors give feedback on goals and criterion set by teachers.	All faculty	September to mid-October 2014	All faculty and administration
In the context of Danielson observation cycles, supervisors give feedback and guidance on “next step” progress toward year-end goals	All faculty	Ongoing throughout school year	All faculty and administration
Teachers submit a mid-year reflection on their progress toward their goals	All faculty	End of January - mid February 2015	All faculty
Teachers submit an end-of-year reflection on their progress toward their goals	All faculty	June 2015	All faculty

**Part 4 – Resources Needed**

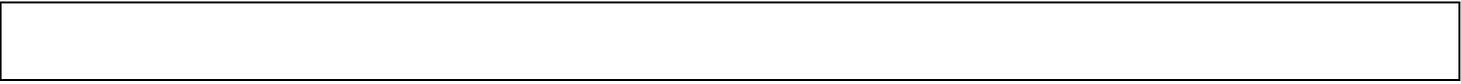
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Dedicated PD time for completion of individualized goals and plans, as well as scheduled specific time for observation debriefs.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
N/A	Tax Levy	N/A	Title I Basic	N/A	Title IIA	N/A	Title III	N/A	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Monitoring of teacher progress toward their goals will occur throughout the year in the context of the observation cycles, with checkpoints at every observation debrief. In addition to this, teachers will submit mid-year and end-of-year reflections into their individual plans which supervisors will review and give additional feedback on.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In order to foster the development of meaningful relationships which support student success, every TvF student belongs to an advisory of about 15 students. In addition to providing a forum for positive peer group recognition, supporting the social and emotional development of students, and building a sense of community, advisors advocate for their students at TvF and beyond. As the point-person, the advisor communicates regularly with parents to coordinate efforts between the school and home to support academic success. Advisors also facilitate Parent Teacher Conferences with the parents and students four times a year, at the middle and end of both semesters. They also lead individualized “advisory conferences” with each of their advisees to monitor the students’ progress and plans for next steps. During PTC and advisory conferences, advisors specifically review topics such as attendance and lateness, grades, missing homeworks, behavioral issues (class removals), tutoring schedules, Regents and SAT scores, college applications, etc..

In its seventh year, the advisor-advisee culture is well-established; but there is a need to further strengthen the protocols and expectations around the advisory program, particularly around advisory conferencing. We have created an internal data collection system called the “Conduct, Intervention, and Communication Log” (CIC Log) in which advisors enter narrative summaries about their interactions with or about their advisees. Advisors are expected to log attendance outreach to parents, behavioral or academic anecdotes, parent teacher conferences, and advisory conferences. We deeply believe that logging these interactions is imperative to properly informing us about students’ progress and highlighting areas of success or at-risk behavior. While the CIC Log system is in place and frequently used by advisors, there is a disparity in advisors’ tendencies to conduct (or at least log) advisory conferences. In 2013-14, advisors logged an average of 46 advisory conference CIC logs (or about 3 logs per advisee) for the year but the range of logs per advisee was quite large, with a high of 171 logs and a low of 0 logs, and the median was 31 logs. This year, in order to strengthen our learning environment, we need our advisors to focus on conducting and logging formal advisory conferences with their advisees to ensure that our students are provided with the appropriate guidance and support they need to succeed at our school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Advisors will conduct and log at least one advisory conference per month with each of their advisees. The advisory conferences will be connected to parent-teacher conferences which take place in November, February, April and June.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of Trust			
Dedicate a professional development session to advisory conferences <ul style="list-style-type: none"> <li>review talking points, tools, framework for leading advisory conferences</li> <li>outline goals for advisory conferencing</li> <li>discuss methods for monitoring student progress after advisory conferences are conducted</li> </ul>	Advisors	December 2014	Administration, Advisory Team Leaders
Conduct and log fall semester advisory conference with advisees	Advisees	December 2014/ January 2015	Advisors,
Mid-Point Benchmark: Conduct review fall semester advisory conference logs <ul style="list-style-type: none"> <li>review quality and quantity of logs</li> <li>share best practices of facilitating conferences</li> <li>discuss next steps and highlight at-risk students</li> </ul>	Advisors	January 2015	Administration, Advisory Team Leaders
Conduct and log first spring semester advisory conference with advisees (February); then conduct and log second spring semester advisory conference with advisees. End-Point Benchmark: Conduct review spring semester advisory conference logs <ul style="list-style-type: none"> <li>review quality and quantity of logs</li> <li>share best practices of facilitating conferences</li> <li>discuss next steps and highlight at-risk students</li> </ul>	Advisees and Advisors	February 2015 to May 2015	Advisors, Administration, Advisory Team Leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

One session of professional development each semester will need to be allocated to focus advisory conferences.

**Part 5 – Budget and Resource Alignment**

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

N/A	<b>Tax Levy</b>	N/A	<b>Title I Basic</b>	N/A	<b>Title IIA</b>	N/A	<b>Title III</b>	N/A	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

In January 2015, administrators and advisory team leaders will review the CIC logs that advisors entered for their fall semester advisory conferences to review the quality and quantity of the logs. By reviewing the logs, we will be better informed about the advisors' ability to successfully conduct advisory conferences, and we will also be able to get a sense of individual students' next steps and highlight at-risk students.

**Part 6b.** Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Some of the key features highlighted as areas of strength on the last Quality Review (Spring 2014), reveal the direct payoffs of TvF’s culture and track record around teacher collaboration including:

- *Across the vast majority of classrooms, instructional practices reflect a unified set of beliefs that deeply engage all students in challenging tasks and opportunities to produce meaningful work products and ownership of their learning. (1.2)*
- *The school’s assessment practices are thoughtfully aligned to curricula and standards, and result in effective instructional adjustments affording a clear portrait of student mastery and student awareness of their next learning steps. (2.2)*
- *The school strategically promotes a safe and inclusive learning environment for all students and adults via a culture of trust that enhances student academic performance and personal growth. (1.4)*

Additionally, when looking at patterns of credit accumulation, Regents passing and mastery rates (Progress Report and School Quality Guides from 2012 to 2014), TvF has been able to maintain and/or consistently increase metrics that remarkably high when compared to similar school and even at large across the city. The consistency across staff responsible for the same course/subject areas also is also evidence of the fruits of a strong collaborative culture.

After focusing last year on identifying and laying down the groundwork for a school wide push around our instructional focus, “supporting the development of effective communication skills” --oral and written--across the curriculum, we have established the following:

- Teachers collaboratively developed effective communication guidelines/standards
- Displayed these guidelines through a common “Effective Communication” poster in every classroom in the school for teacher and student reference
- Conducted grade-specific action research pilots focusing on specific teacher and student moves
- Collected informal anecdotal feedback from teachers about the gains in student communication skills at the end of last year and the beginning of this school year

With these pieces in place, our priority need is to create protocols that will allow us to efficiently and comprehensively monitor and track progress in students’ communication skills, in both conversation and writing, across all grades and all academic disciplines. Data collection around oral communication through a formalized intervisitation tracking system will inform decision making around teaching strategies, assessments, and curriculum. To assess written communication a subset of teachers will participate in formal inquiry cycles that will include the development of aligned rubrics, identifying specific writing skills in English, Social Studies, and Science. These two forms of teacher collaboration supports their commitment to the improvement of their teaching practices, student engagement and learning, and the overall success of the school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to support the deepening of our instructional focus around Effective Communication, we will explicitly target two main initiatives grounded in leveraging our already strong and established culture of teacher collaboration:

**1. Collegial intervisitations and effective communication tracking**

By May 2015 all teachers will have engaged in 3 intervisitation cycles to collect baseline and progression data on student (and teachers’) behaviors connected to the “Effective Communication” guidelines.

**2. Inquiry cycle and inter-departmental collaboration protocols**

By May 2015, teachers will collaboratively 1) develop a common protocol for looking at student work, 2) identify skills that can be supported across departments, and 3) create rubrics to assess tasks in the following interdepartmental teams:

- 10th and 11th grade Social Studies and English
- 9th grade English and 9th grade Living Environment
- 9th grade English and 10th grade Global

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Intervisitation</b> - Develop prototype of observation tracking tool; then pilot prototype of observation tracking tool; then modify/adjust tool. Present “final” tracking tool to staff for implementation; then norm teachers on observing and recording teacher and student behaviors connected to the effective communication guidelines	All faculty and Learning Partners Team	December 2014 - January 2015	Master and Model Teachers, Administration, Coordinating Committee
<b>Intervisitation</b> - Teacher implementation and peer feedback, round 1; then collection of teacher data and feedback for tool modifications. Teachers then conduct their 2nd and 3rd rounds of visits/observations; then share out their findings at the end of the year.	Host and visiting teachers	Late February 2015 - Early June	Master and Model Teachers, Administration, Mentor Teachers, Coordinating Committee
<b>Inquiry and Interdepartmental work</b> - 1. Identify teachers participating in pilot cycle for each collaborating pairings; <ul style="list-style-type: none"> <li>• One ELA-Social Studies pair teaching common students in 10th grade, and One ELA-Social Studies pair teaching common students in 11th grade</li> <li>• Two 9 Living Environment teachers to work with one ELA</li> </ul>	Master and Model teachers / other participating teachers	1. September - Mid October 2014	Master and model teachers, administration, faculty

<p>teacher pair.</p> <ul style="list-style-type: none"> <li>• A pair of ELA 9th grade teachers to work with a pair of Global Studies teachers.</li> </ul> <p>2. The 10-11 ELA-SS group will begin the pilot process and identify writing learning target, task, student work exemplars, and inquiry protocol to base the pilot cycle on. After first pilot, 10-11 ELA-SS team debrief and modify protocol as needed to then conduct up to 4 subsequent cycles until a satisfactory protocol is finalized. At the same time, the 9th LE-ELA team meet to develop a pilot assignment to conduct the first inquiry cycle by identifying specific writing skills to target within the LE curriculum and how the can best align to the work happening in 9th grade ELA classes.</p> <p>3. 10-11 ELA-SS pilot team present findings to the whole ELA and SS departments and norm everyone on the use of the inquiry protocol for a department wide roll out. At the same time, the 9th LE-ELA team debrief pilot and conduct one cycle a cycle of inquiry on each subsequent unit for the remainder of the year, modifying elements of the protocol as applicable to the science curriculum. Whole ELA and SS departments (in February to May 2015) will engage in 3 - 5 inquiry cycles focused on collaboratively identified learning targets, tasks, student work exemplars, and rubrics.</p> <p>4. Inquiry and Interdepartmental work - 9th ELA - 10th Global team meet to develop a pilot task to conduct first inquiry cycle, by identifying specific skills and potential alignment between culminating assignments of the 9th grade final units and DBQ Regents type essays students will be expected to write in Global the following year.</p> <p>5. 9th ELA - 10th Global team, after debriefing first cycle, modify protocol and upcoming tasks as necessary and repeat the cycle 3 more times, culminating with final assignment (or a portion of) of the final unit in the 9th grade ELA course.</p> <p>6. All 3 collaborative groups document the findings of their inquiry cycles to include them in the context of ongoing curriculum unit reflections and ultimately review and revise curriculum.</p>		<p>2. Mid October 2014 - Early December</p> <p>3. January 2015; then February - May 2015</p> <p>4. April 2015</p> <p>5. Late April - May 2015</p> <p>6. December 2014 - May 2015</p>	
<p><b>Inquiry and Interdepartmental work</b> - All 3 collaborative groups prepare a presentation of the inquiry process they experienced including the trends found on student data collected, to present to the whole staff at large to serve as the model for similar initiatives to take place with interdepartmental partnerships next year.</p>	<p>All Faculty</p>	<p>June 2015</p>	<p>Master and Model teachers / other participating teachers</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Learning Partners’ PD time
- Learning Partners’ Host School visits
- Master and Model Teacher Meetings
- Weekly Coordinating Committee Meetings
- Periodic departmental meeting time (regularly schedule and extra as needed)
- Full Staff PD in January

- Intervisitation/Observation Tracking Tool

**Part 5 – Budget and Resource Alignment**

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

N/A	<b>Tax Levy</b>	N/A	<b>Title I Basic</b>	N/A	<b>Title IIA</b>	N/A	<b>Title III</b>	N/A	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
16. Specify a timeframe for mid-point progress monitoring activities.

**Intervisitation**

- Approximately once every 6 instructional weeks, teachers will conduct one intervisitation, give feedback to their peers, and submit data from the observation tracking tool.
- At the end of the year, there will be a full staff meeting in which teachers will have the opportunity to share-out best practices and instructional progress observed throughout their intervisitation cycles.

**Inquiry Cycle**

- By January, a satisfactory inquiry protocol will be established and in use by 10-11 ELA-SS and the 9th LE-ELA group
- At the end of the year, all participating teachers will have completed between 3 and 10 rounds of inquiry cycles using a common protocol, and the staff at large will be aware of the impact this approach had in teachers’ practices and student outcomes for those involved.

**Part 6b.** Complete in **February 2015.**

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

TvF has an established culture of transparency and professional collaboration where teachers play a key role in the school’s successes well beyond their specific classroom and instructional responsibilities. On the last Quality Review (Spring 2014) an identified area of strength was *“The leadership and faculty convey high expectations that reinforce the school’s positive culture and link college and career readiness with successfully partnering with families to support student progress toward achieving expectations. (3.4)”*, which to a great extent we attribute to a leadership approach that is distributive, purposeful and systematically organized around collaboratively identified school priorities. This year TvF is part of the PROSE initiative, allowing us to implement non-traditional programming that ensures expansive opportunities for teacher common planning time as well as significantly extended professional development sessions of 1 hr and 45 min every Wednesday.

Teachers play a key role in identifying the priority pieces that determine how the weekly PD time is allocated. In order to provide for the maintenance and growth of effective practices, effective implementation of new initiatives, and authentic teacher participation in their own the school’s development, TvF established a **Coordinating Committee (CC)**. This body serves as the vehicle for leadership distribution and clear communication channels between faculty and administration. CC meets weekly and includes representatives from each major academic department, administration, social work, and the school’s business manager. Members of this committee are lead facilitators of grade team, advisory team, and department team meetings. This structure of distributed leadership has proved critical for maintaining the high levels of efficiency and transparency that is embedded in TvF’s culture.

The work described above is systemic in nature with the main goal of establishing an effective infrastructure to address the inherent challenges of being a non-selective urban school that strives to offer a comparable educational experience (CTE program included) to any of the city’s most selective programs. This approach has been essential to establishing TvF’s basic structures and working philosophy over our first 6 years, including what we have achieved in terms of student outcomes:

- Graduation rate - over 95% for first three cohorts and at least 93% projected for current senior cohort
- Regents performance - first attempt pass rates above 80% across all mandatory exams; first time Integrated Algebra showing consistent increments every year to a high of 89% last year with over 40% college readiness; yearly progressive increase in both participation and pass rate of the Geometry Regents, increase in participation of the Earth Science, Chemistry, and Algebra 2/Trig Regents; with over 80% of sophomores projected to sit for Earth Science and Geometry this year, along with over 60% of juniors doing so for Chemistry or Physics and Algebra 2.
- AP and College Now - increased participation with 25% of the current juniors projected to graduate having taken at least 2 AP and 2 College Now courses, and 40% with at least one of each.
- CTE - increase in CTE endorsements from 86% in first cohort to 93% in the 2nd; and an increase in graduates getting union and other professional level work from 1st to 2nd cohort, alongside their increased participation as school-based teaching assistant interns in current core production courses.

Additionally, in terms of leadership development, the current school’s administration is made up of members of

the founding teams elevated into their current positions over the years and four other staff members over the years have enrolled in school leadership programs and expanded their roles as teacher leaders in the school.

The **Coordinating Committee** has been established for 4 years. In this time, there has been an increase in number of teacher teams, along with more autonomy of practice and added responsibility for teams and facilitators. We have currently identified our priority need as looking closely at best practices and protocols within specific teams to document and systematize them, in order to increase efficiency, make the work less idiosyncratic and less dependent on individual facilitators or team membership

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

With CC membership established and teacher team infrastructure in place, the next step is the systematization of specific protocols around annually recurring initiatives that are fundamental to the school’s functioning. This includes curriculum development, instructional support, identification of at risk students, and student interventions. The goal is for the effectiveness of these tasks to depend on the clarity of protocols rather than the individuals facilitating or the composition of the team. As the year progresses, specific protocols and initiatives will be documented, including a clear sequence of steps and requirements, objectives, time frame, benchmarks, data tools needed and constituencies involved. The target pieces of these protocols and initiatives are to be determined by the coordinating committee members, based on the feedback and needs of the teachers.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
CC meets weekly to prepare full staff PD sessions and review operational tasks team facilitators will be responsible for leading in the teams. In addition to facilitating teacher team meetings, CC (lead teacher) members are also responsible for collecting ongoing feedback from the rest of the faculty (both during meeting time and informally) about specific areas of need, interest, concerns or questions so that they can be addressed appropriately.	Coordinating Committee members	Ongoing year round	Coordinating Committee members
CC meetings dedicate the first portion of the agenda to debrief and document how the previous staff meeting(s) went, identifying what worked well, what didn’t, outstanding questions and possible steps moving forward.	Coordinating Committee members	Ongoing year round	Coordinating Committee members

All plans and “post-meeting” feedback is aggregated in a CC Meeting Minutes document that serves as a guide to all the major tasks, initiatives, inquiries and issues the school has addressed throughout the year.	Coordinating Committee members	Ongoing year round	Coordinating Committee members
Based on all the documented plans and feedback, twice a semester CC meetings will focus reviewing the work accomplished to date - identifying specific tasks and initiatives to develop individual and specific outlined protocols required to accomplish them successfully. This includes timeframes, required tools and data, responsible staff members, etc.	Coordinating Committee members	Ongoing year round	Coordinating Committee members

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Weekly coordinating committee meetings and data collected from staff professional development sessions. Network provided school teams’ retreat time.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, CC members will collectively generate a “School Operating Procedures Manual” draft focused on Fall semester operational tasks an initiative.				
By June 2015, CC will collectively revise the SOPM from the Fall; and add Spring semester-related components, and leave the summer piece to be added during the summer for final revision in September 2015.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At TvF we are thoroughly committed to welcoming parents to our school community and involving them as much as possible in the education of their children. Before students even begin their academic studies at our school, students and parents are required to attend one of our open house events so that they fully understand our program and see how it will meet their needs and help them realize their aspirations. Parents are also invited to attend a pivotal meet and greet session at the start of the 9th grade school year while their students attend our Summer Bridge program so that they can be informed about the upcoming school year, connect with their child’s advisor and our parent coordinator, and enroll in Edline (the school-to-home communication system which allows them 24/7 access to students grades and important school announcements). Over the course of the school year and the student’s academic career at TvF, parents are: invited to attend monthly Parent Teacher Association meetings; communicated with on a regular basis via the advisor about their student’s performance; encouraged to participate in 4 parent teacher conferences, two of which also include student award nights. This year our PTA co-presidents recommended that we continue to build strong family ties to the TvF community by involving families more closely to the CTE work produced by the students.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2015, we will increase parent interest and engagement in the school community by hosting the first annual movie night (PTA independent project challenge) and featuring a comprehensive selection of student work from all grades, in the school’s auditorium. By June 2015 we will have developed a plan involving, the school, local community, business and elected official for a TvF sponsored film screening in the community park adjacent to the school.

### Part 3 – Action Plan

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

27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
29. Strategies to increase parent involvement and engagement
30. Activities that address the Capacity Framework element of

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the activity/strategy?*

Trust			
Coordinate a meeting between PTA Executive Board, Administration and representatives from the CTE Production Department, to define date, details and proposed contents of the movie night.	PTA Executive Board,		PTA Executive Board, Administration, Director of Production and select Production teachers
Create excitement about and awareness of the movie night with larger community (students, parents and faculty) through the forum of production classes, advisories, PTA meetings, school's website and communications to parents.	Families and faculty		PTA Executive Board, Administration, Director of Production and select Production teachers
Select works to be shown and prepare screening, host event and collected detailed information about participation including the number of students represented on the projects featured and parent attendance. Share with larger parent community the plans for the outdoor film screening and invite participation in planning and implementation.	Families and faculty		PTA, Administration, Director of Production and select Production teachers
Plan outdoor screening proposal and then contact, invite to coordinate logistics with necessary, parks department offices, elected officials, organizations and businesses	PTA, faculty and staff, external local community members, organizations and elected officials.		PTA Executive Board and other interested parents, Administration, Director of Production and select Production teachers and other interested staff members.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The costs of the February movie night will be covered by PTA fundraising including, existing funds as well as refreshments and school paraphernalia that will be sold at the event. Some school funds will be allocated for per session compensation for teachers that participate in the preparation of the screening contents, as well as supervising students crews as they work on independent projects. The human resources involved will include planning time with the PTA members, Administration and Production Department teachers.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

32. Specify a timeframe for mid-point progress monitoring activities.

By early February 2015 we will host the first PTA sponsored movie night event and by late February 2015 we will have defined the tem and plan to work on drafting the outdoor screening event proposal.

**Part 6b.** Complete in **February 2015.**

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who are not meeting mastery of key content material in units as determined by the teacher or advisor.	Supplemental instruction of topics addressed in curriculum.	Tutoring	Before or after school
<b>Mathematics</b>	Students who are not meeting mastery of key content material in units as determined by the teacher or advisor.	Supplemental instruction of topics addressed in curriculum.	Tutoring	Before or after school
<b>Science</b>	Students who are not meeting mastery of key content material in units as determined by the teacher or advisor.	Supplemental instruction of topics addressed in curriculum.	Tutoring	Before or after school
<b>Social Studies</b>	Students who are not meeting mastery of key content material in units as determined by the teacher or advisor.	Supplemental instruction of topics addressed in curriculum.	Tutoring	Before or after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who are manifesting instances or patterns of alarming behaviors or tendencies as determined by the social worker, administrator, teacher or advisor.	Counseling sessions with the social workers on as-needed basis.  Health-related services are provided through outside providers of speech, occupational therapy and/or physical therapy.	One-on-one sessions	During the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

N/A

**2b. 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).

N/A

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**3b. TA Coordination with the Regular Program**

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

N/A

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

N/A

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	N/A	N/A	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	N/A	N/A	N/A

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>30</b>	Borough <b>Queens</b>	School Number <b>301</b>
School Name <b>Academy for Careers in TV and Film</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Edgar Rodriguez</b>	Assistant Principal <b>n/a</b>
Coach <b>Chip Healy</b>	Coach
ESL Teacher <b>Jordan Gonzalez</b>	Guidance Counselor <b>Sarah Rosenwasser</b>
Teacher/Subject Area <b>Jeremy Matuk / Social Studies</b>	Parent <b>Simoa Santiago</b>
Teacher/Subject Area <b>Jessica Rosner / English</b>	Parent Coordinator <b>Nilsa Arboleda</b>
Related Service Provider <b>Alicia Santiago</b>	Other
Network Leader(Only if working with the LAP team) <b>New Visions</b>	Other

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>470</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>2.55%</b>
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# 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0	0	0
<b>Freestanding ESL</b>														
Pull-out										0	0	0	1	1
Discrete ESL class										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	2	5

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	7

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	0	2	1	0	0	7	0	5	12

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	4	0	2	1	0	0	7	0	5	12
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
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										3	3	2	3	11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>12</b>								

## 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	1
Intermediate(I)													1	1
Advanced (A)										4	3	2	1	10
Total	<b>0</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>12</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

Grade	Level 1		Level 2		Level 3		Level 4		Total
	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	3	0	1	0
Integrated Algebra	7	1	6	1
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	1	0
Living Environment	8	0	5	0
Physics	0	0	0	0
Global History and Geography	5	0	3	0
US History and Government	3	0	2	0
Foreign Language	0	0	0	0
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:**

- 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 use a range of diagnostic tools to assess the literacy skills of our students in both English and their native language. At the core of these assessments are reading inventories (we use both the Analytical Reading Inventory as well as the Qualitative Reading Inventory). In addition, we use leveled native language texts along with Teachers' Colleges' procedures for creating running records. To assess

students writing abilities, we ask students to create an on demand piece of writing from which we derive quantitative data on the frequency of errors and qualitative description of the key organizational, developmental and grammatical characteristics.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Because of the small sample size (12 ELLs across 4 grades), it is impossible to speak meaningfully about patterns revealed through assessment. In general our ELLs fall into one of two categories. The first consists of students who have recently arrived in the country and score low on all assessments due to limited English proficiency. Historically, these students have progressed extremely rapidly during their time in our school and have been successful on English Language Regents exams and other classroom assessments. The second group of students are those whose speaking and listening skills are strong and who communicate comfortably in English, but who struggle to read and write at grade level. These are students who have been ELLs for three or more years and their struggles in reading and writing in English parallel their literacy skills in their native languages.
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](#))  
In designing our instructional supports, we target those areas which students demonstrated to be least proficient with on the NYSESLAT.
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?

A) The students who perform at the highest levels over time in our school are those who come as relative newcomers. These students typically acquire English at a rapid rate in our school and while they struggle to access the curriculum in the early grades, manage to catch up by the mid-point in their high school career and have no problem successfully mastering content to meet graduation requirements. Those students who come to us as long term ELLs, on the other hand, tend to be among those with the weakest foundational skills. These students require the most intensive academic intervention and only through intensive skill building work in the 9th grade are these students able to be successful. All of our ELLs take tests in English rather than their native language, so we are unable to address the second part of this question.

B) Administrators use the results to guide programming for mastery of content across all subjects. The ESL teacher communicates regularly with the content teacher of all ELL students, including their advisors, on best practices, extra academic support, and communication with parents.

C) Since we have a rather small ELL population, our ESL teacher is able to closely examine the results of NYS tests such as NYSESLAT and the Regents exams, in addition to our internal core subject tests, and evaluate the language usage and academic progress of our ELL students. The ESL teacher has found that our ELL students benefit from scaffolding and utilizing images. Additionally, since many of our ELL students are also SWD, organizational skill building is key to their development.
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](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher meets with content teachers and notes any consistent errors in the ELL students' language usage and evaluates whether this is due to interference with their native language. Strategies are developed to address these interferences, such as rapid corrections/feedback so that the errors won't solidify.
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?  
N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate the success of our ELL program by looking at:
- a) the number of students who successfully pass Regents exams and NYSESLAT exam
  - b) the number of students who are on track in the accumulation of credits
  - c) the number of students meeting standards in our CTE programs
  - d) the extent to which ELLs participate in the full range of activities offered to our student body.

## 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](#).)  
As part of our student intake packet that families are required to complete for admission to our school, parents complete the HLIS in their native language. Additionally, within the first 10 school days we use ARIS whenever we have a new student enter our school to determine whether we should administer the LAB-R exam. Furthermore, the content teachers will quickly report any language usage interferences to the ESL teacher at the onset of the school year to immediately address and support the ELL student's growth. Once a student is identified as an ELL and is Spanish-speaking, the Spanish LAB is administered to determine language dominance. For newly enrolled ELLs, a orientation for parents and guardians is held to inform them of, with the assistance of a translator, the different ELL programs that are available. During these orientations, parents are given materials in their home language such as the Parents' Preferred Language Form, the ELL Parent Brochure, Parent Survey & Program Selection Form, and Entitlement Letter.
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.  
Since our ELL population is so small, we only offer Freestanding ESL. Parents are made aware of this at the point of enrollment; however, we provide materials in the home language such as the ELL Parent Brochure and entitlement letters which provides descriptions of all three program choices. Within a few weeks of the enrollment, parents receive detailed program information about their student and the ESL services rendered within their program.
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 [\[see tool kit\]](#).)  
Our parent coordinator works with the ESL teacher to identify the students who should receive the letters and mails the entitle letters, Parent Sruveys and Program Selection forms home. She also collects them via mail or in person from parents or students and stores the letters. The parent coordinator also performs outreach to parents who have not submitted these documents.
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.  
The ESL teacher reviews ARIS at the start of the school year to identify the incoming ELL students and works with the advisors to tailor design their program so that the ESL services can be properly rendered. The advisor communicates, written and orally, with the parents of the ESL services. We also use ARIS to identify students in need of taking the LAB R (and soon will use it for the NYTITELL in 2014).
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.  
The ESL teacher reviews the ATS reports to determine NYSESLAT eligibility and pulls students who are identified and registered to take the NYSESLAT and administers the exam in small groups, with the exception of the Oral module. The Oral module is recorded for each student and the recording is given to a Humanities teacher, who listens and evaluates their responses according to the

rubric provided by NYSESLAT. The other sections answer documents are given to Humanities teacher and they grade these modules also according to the rubric.

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. 
- During registration, our parents knowingly enroll their students to our freestanding program based on our recommendation and description of the program. Therefore, parent requests have consistently aligned with our program offering, especially since our ELL population is so small.

## 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])?
    1. Instruction:
      - a. Our school uses Push-In and Pull-Out models of instruction.
      - b. Our school uses heterogeneous grouping.
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)?
  2. Our school has one certified and highly experienced ESL teacher who provides services to our small ELL population (12 students) through a combination of push-in and pull-out support. This instructional support is tailored to the individual needs of each learner and is equivalent in total minutes to state mandates for each level of English proficiency. In addition to direct instruction, we make extensive use of an electronic platform for student writing which allows for our ESL teacher to have real time access and provide

timely support to ELLs in their writing across all content areas.

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.

Over the past 6 years, our school has invested heavily in training content area teachers to be attentive to language development. This includes explicit instruction in subject area specific and general academic vocabulary, the scaffolded introduction of complex text and the use of native language knowledge to predict the meaning of words with common Latin roots. In order to support the development of more sophisticated structures, in student writing, we've relied upon Judith Hochman's work which, while designed for students with language related disabilities, provides meaningful entry points and powerful support for ELLs. In addition to these features of all content area, classes, additional support is provided to be beginning ELLs, through supplementary and parallel native language reading materials.

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

Highly trained bilingual teachers as well as advisors review various samples of writing in the students' native language as well as hold in-person interviews in their native language.

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

Through various assessments that emphasize each of the modalities, administered by both the ESL teacher and the content teachers, these include formative assessments such as the results based on modalities in the NYSESLAT, the LAB-R, formal and informal modality assessments crafted by ESL teacher, and writing and speech assignments crafted by the content teachers. These assessments are administered weekly.

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).

a. While we have no SIFE students at the current time, our small population of ELLs allows us to provide highly individualized support. Students with interrupted education would be provided with a robust set of native language literacy assessments to generate an accurate profile of their first language literacy skills. From this a program would be devised which while similar to that provided any newcomer at our school would pay particular attention to the unique challenges associated with developing literacy skills in a second language.

b. Our school has a strong track record with newcomers which is a result of intensive support. Newcomers are provided regular small group instruction with our ESL teacher more frequently than other groups. This instruction involves a systematic and sequenced introduction to the most critical vocabulary and grammatical structures in the English language. Because the teacher is working with on average 2 students during these small group sessions, they are highly targeted to the needs of our newcomers. Our newcomers receive test preparation for the Regents exams as part of their content areas classes and this is supplemented where needed with additional explanation and translations of content provided by our ELL teacher where necessary.

c. ELLs receiving service for 4 to 6 years receive a combination of push in and pull out support depending on their levels of skill. Services provided these students emphasize the vocabulary and grammatical structures found in non-fiction academic texts as this is the area in which these students struggle the most. Because of the small size of the ELL population at our school, these services are highly targeted. In addition, the ESL teacher monitors and supports student writing across the curriculum through an electronic portfolio system which serves as a repository of all major pieces of student written work.

d. The student in our school who have been eligible for ELL services for over 6 years are those whose reading and writing skills are weakest in our school. ESL services for these students are closely aligned with a wide range of robust academic intervention services provided to all struggling services at our school.

e. For students with special needs who are also eligible for ESL services, our special education department and ESL teacher collaborate closely. We have historically had almost no students in this situation and where we do have these students their challenges in meeting standards is a product of their disability rather than their level of English competence. For this reason, the special educators working with students in this situation takes the lead in designing an individualized educational program with the ESL teacher providing diagnostic support and consultation.

e. We follow up with the content teachers to determine whether the ESL services should continue to be provided. Test

acomodations such as 1.5x time and translated exams are offered to former ELLs who are still in need of these services even after placing out within two years.

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?

Teachers of ELL-SWDs students use electronic systems to communicate with the ESL teacher as well as the Special Education teacher and the student's advisor. Students needs are assessed at the beginning of the year target plans are created for each. These plans are constantly reviewed throughout the year and modified accordingly. Teachers of ELLs -SWDs are given supplemental material in the students' native languages. Course material in both English and the students' native language is then reviewed during pull out sessions with a bilingual special education teacher. Students also have access to numerous computer based programs which offer content learning in both English and their native language.

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?

Our school implements an extensive advisory curriculum as well as extended day programs that offer targeted support to the diverse needs of ELL-SWDs. These advisories are comprised of both, students with IEPs and non-disabled peers. Also, ELL-SWDs are also programed with content courses that also have non-disabled peers. We also are able to electronically attend to students' diverse needs in real time both in and outside of school.

**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:

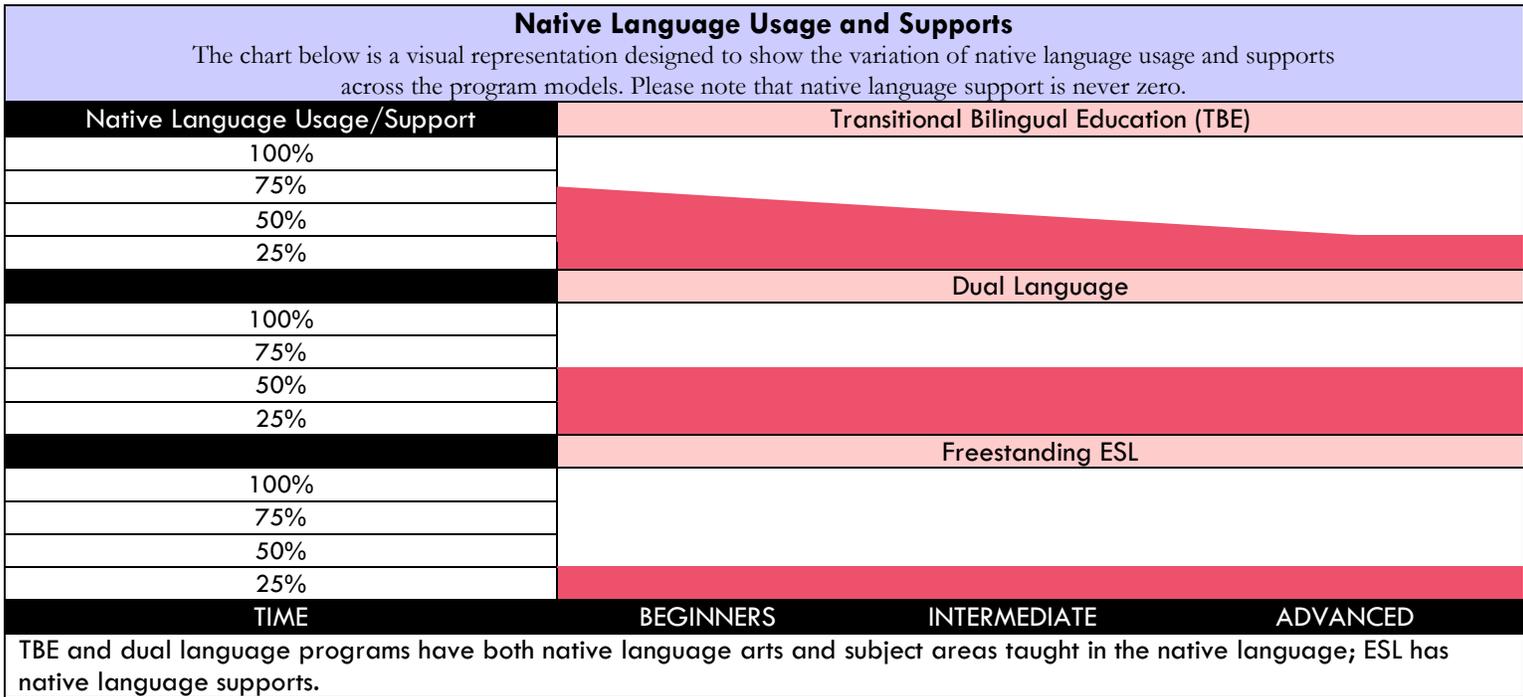
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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



## 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.  
ELLs are offered targeted small group instruction in every academic subject area before and after school as well as during lunch time. While the primary language of instruction for these services is English, in some cases arrangements are made to pair Spanish speakers with instructors who are fluent in Spanish so that they can provide key explanations in the students native language where appropriate and facilitate the acquisition of vocabulary by highlighting Spanish - English cognates.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Each year our ELLs raise in each of the Modalities and they place out.
11. What new programs or improvements will be considered for the upcoming school year?  
We have no plans to implement additional programs for the following school year or to make significant modifications to current structures. We instead will focus on strengthening the ability of all subject area teachers to support ELLs in their academic classes.
12. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued for the coming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Students at our school are offered a wide range of extracurricular activities including sports clubs and many opportunities to become more deeply involved with producing video content. All activities are accessible to ELLs and we closely monitor to ensure that ELLs participate equally in a range of options. No disparity currently exists between the participation of ELLs and non-ELLs in these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Where deemed necessary by our ESL and content area teachers, our school provides students with content area reading and reference materials in all native languages spoken by our students. In addition, we rely heavily on technology. Every teacher has access to a project and computer cart every period which allows for the extensive use of audio-visual material to support student learning. This allows even beginner ELLs a variety of entry points to academic content. In addition, we make available the web based version of Rosetta Stone as a supplement for beginner ELLs so that they can practice listening and speaking outside of class time and independently.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is provided through content area teachers fluent in ELLs native languages as well as through a variety of native language reading materials.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Materials in English are leveled by proficiency and materials in native language are provided for those with low proficiency. At high school level, we craft materials that are relevant for adolescents by using the academic language needed for content courses, the language needed to thrive in NYC, and topics of interest for their age group.
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.  
ELL students are invited to participate in a Summer Bridge (pre-freshman) program where they interact with students and teacher.
18. What language electives are offered to ELLs?  
Students at our school are only offered electives in their senior year. Language electives are offered through the production (our specialized program) and the Humanities departments, such as the Language of Film, and Literature and Film.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

### **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. Workshops are run during Wednesday faculty meetings on language development and issues particular to ELLs. Topics include but are not limited to: 1) the distinction between academic and non-academic vocabulary and the challenges associated with acquiring the former for ELLs and former ELLs, 2) techniques for teaching academic vocabulary, 3) common challenges facing Spanish and Mandarin speakers in the acquisition of English as a second language. These sessions are run by the ESL teacher and the principal (who has a Masters in TESOL and has taught ESL teachers in TESOL Masters programs. All faculty including the school's assistant principal participate in these sessions.

2. As part of the weekly PD workshops described in Item 1 of this section, teachers of ELLs meet in department and grade level groups to discuss and implement content aligning to CCLS. Student mastery of the CCLS are distinguished in all teachers grade books that are accessible as view-only reports to the rest of the staff. The ESL teacher, in addition to the ELL advisors, closely examine the mastery of CCLS of ELL students. When ELLs are struggling to meet mastery of the CCLS identified in the content classes, the ESL teacher, advisor and subject teacher meeting first without the student to discuss how the student can better engage in the CCLS, and then roll out their plan (typically by extra support in tutoring, or by pulling out more often for one-on-one with the ESL teacher) to the student and his/her family.

3. All students in our school belong to an advisory. Advisors are trained by the school social worker, principal and assistant principal to understand the particular challenges which different students face and to adequately support them in successfully transitioning from middle school to high school.

4. Please see item 1. An accounting of the total hours of professional development including time dedicated for ELL training is kept both electronically within our database, and hard copies of attendance with signatures is kept.

## 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 are highly involved in our school - something we believe is responsible for the consistently high levels of satisfaction they express on Learning Environment Surveys. Four times per year, parents are invited for conferences in which they are presented with narrative descriptions of their children's performance in every academic class, comprehensive grade reports from electronic grade books, and a wealth of data charting every aspect of a child's performance and participation at our school. Just under 90% of parents participate in these conferences on average. Our bilingual parent coordinator and other bilingual staff members facilitate outreach for scheduling these conferences and translation during these conferences to ensure that the parents of ELLs are able to enjoy full participation in this process. ELL parents participate at levels consistent with non-ELL parents in the activities described above.
  2. We have a partnership with Capital One bank to provide a range of financial literacy services to all our parents including those of ELLs.
  3. We evaluate the needs of parents through regular, robust and honest conversation that takes place in person, by phone, and by email. We keep meticulous records of communications with parents so that we can recognize emergent patterns of need or interest and respond accordingly.
  4. We run regular workshops during PTA meetings and parent teacher conferences to help support parents needs including developing their capacity to access information about their children, to understand the structures of formal school, to understand post-secondary options and to set realistic goals that are in keeping with student aspirations.

## 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.

None.

## Part VI: LAP Assurances

**School Name: Academy for Careers in TV&Film**

**School DBN: 30Q301**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edgar Rodriguez	Principal		11/13/13
	Assistant Principal		
Nilsa Arboleda	Parent Coordinator		11/13/13
Jordan Gonzalez	ESL Teacher		11/13/13
Simoa Santiago	Parent		11/13/13
Deb Lin / Science	Teacher/Subject Area		11/13/13
Joel Kirkhart / Humanities	Teacher/Subject Area		11/13/13
Chip Healy	Coach		11/13/13
	Coach		1/1/01
Sarah Rosenwasser	Guidance Counselor		11/13/13
	Network Leader		
	Other _____		

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

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

DBN: 30Q301 School Name: Academy for Careers in TV & Film

Cluster: 5 Network: 561

**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**

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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.

Our school keeps internal databases with student information, including language status to flag non-English speaking parents and their preferred language for communication. Advisors and our Parent Coordinator update the database, which is accessible by all staff members within the school. Administrators are able to sort parent interpretation needs by language and can staff events (such as parent teacher conferences, open houses, PTA meetings) accordingly.

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.

While most of our parents selected English as their preferred language, (83%), a significant number of them also selected Spanish for written communication (43%). There are several other languages spoken by parents--and preferred by them for communication--but the numbers are low (less than 2% each) and these languages are Arabic, Mandarin, Greek and Korean. Our school has staff members that are bilingual in these languages. The aforementioned information is given during staff professional development, specifically ELL professional development. Additionally, this information is included with materials given to parents about the school which includes: the Parent Bill of Rights, ELL Brochure, and the safety plan procedures.

## Part B: Strategies and Activities

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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.

Since many of our parents prefer correspondence in Spanish, our written communications home are always translated to Spanish and sent simultaneously with the English version. For non-Spanish and non-English speaking families, our staff members who are fluent in their preferred language call home to confirm that they understand the English version and if not, they will translate the correspondence for the parents immediately. We have not had the need to use a outside translation service to date, even though we put aside Title III funds for it in our budget each year. On a related note, this year we will be providing for the first time an American sign language interpreter for a student who is interested in applying to our school for high school and whose mother is hearing impaired. We have been working with our CFN to secure an interpreter that is free of service and provided by the NYCDOE.

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.

We make several bilingual staff members (in Spanish, Korean, Mandarin, Greek, and French) available for Parent Teacher Conferences or informal phone conversations or parent meetings. In the main office, the secretary and parent coordinator are able to communicate in Spanish and/or English regularly with Spanish speaking parents. Again, we have not had the need to use a translation service to date, even though we put aside Title III funds for it in our budget each year.

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>.

We determine within 30 (thirty) days of a student's enrollment the primary language spoken by the parent of each student enrolled in our school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with our teachers/advisors/staff members about the student. We also maintain an appropriate and current record of the primary language of each parent and maintain that information in ATS and on the student emergency card. We provide each parent whose primary language is a covered language and who requires language assistance services with a copy, in their home language, of the the Bill of Parent Rights and Responsibilities which includes their rights regarding the translation and interpretation services. In addition, we provide the school's safety plan with procedures for ensuring that parents in need of language services are not prevented from reaching the school's administrative

offices due to language barriers.