

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

DBN: (i.e. 01M001):

09X543

School Name:

HIGH SCHOOL FOR VIOLIN AND DANCE

Principal:

MR. FRANKLIN SIM

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: High School School Number (DBN): 09X543
School Type: Public Grades Served: 9 – 12
School Address: 1110 Boston Road Bronx, New York 10456
Phone Number: 718 842 0687 Fax: 718 589 9849
School Contact Person: Ms. Maricruz Dones Email Address: MDones@schools.nyc.gov
Principal: Mr. Franklin Sim
UFT Chapter Leader: Mr. Anthony Rau
Parents' Association President: Andrea Daniels
SLT Chairperson: Sophia Pentoliros / Mr. Anthony Rau
Student Representative(s): Alexa Nunez – Grade 12
Damali Berkley – Grade 12
Destiny Gordon – 10th Grade

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx, New York 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718 741 3157 Fax: 718 741 7098

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado
Network Number: 536 Network Leader: Gerard Beirne

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)
Sophia Pentoliros and Anthony Rau	*Principal or Designee	
Anthony Rau	*UFT Chapter Leader or Designee	
Ms. Andrea Daniels	*PA/PTA President or Designated Co-President	
Ms. Kim Dixon	DC 37 Representative, if applicable	
Alexa Nunez Damali Berkley Destiny Gordon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Silvia Griffin	Member/Parent	
Silkia Martinez	Member/ Parent	
Lanor Steele	Member/ Teacher	
	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.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the 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.

Our Mission Statement

Our school’s mission is to provide students with the opportunity to perform and shine in the classroom, on stage, and in life; to prepare a diverse group of students to be intelligent, caring leaders in society. We are located in the Bronx and our students are 14 to 19 years of age and reside in the local neighborhoods. Our total student enrollment is 377. We serve 60 males and 317 females, 245 Hispanic, 129 Black , 3 Other and 46 English Language Learners and 97 Students With Disabilities (SWDs). The number of students we serve by grade is as follows:

9th Grade 117

10th Grade 86

11th Grade 72

12th Grade 100

We strive to create and maintain a trusting, collaborative and safe learning environment while encouraging and expecting a high level of parental involvement. At HSVD, parents, students and staff work together to provide opportunities to meet the needs of every learner and we offer a college preparatory program that values higher-level thinking and artistic expression. Our School Leadership Team and Parent Association are actively engaged in the culture at HSVD.

Our Culture, Values and Beliefs

The “Three A’s and Three C’s” permeate our culture and belief at HSVD not only for our students but for our adult staff, as well. Attendance, Attitude and Achievement are highly expected, recognized and celebrated. Confidence, Commitment, and College and Career are encouraged and opportunities are presented to develop these values. We believe that as students, parents and staff are supported in these areas, their level of belief and trust in our school’s values, vision and practice will increase. For example, in our goal to prepare our students for college and careers after high school, we are aligning our curriculum with the Common Core Learning Standards and its corresponding instructional shifts throughout our classes. In order to create rigorous learning experiences for our students, we are currently collaborating with Teachers’ College at Columbia University once a month to provide professional development for our administrators, teachers and guidance counselors. In addition, we have established teacher teams (Achievement Team, Team Leaders, Department Leaders, and Grade Level Teachers) who meet regularly to ensure that our focus and goals are aligned and implemented across the curriculum. We have partnered with community based organizations such as College Summit, College Now, Jump Start, A.V.I.D., Educational Alchemy, and Bronx Arts Ensemble to collaborate with us to engage our students in learning experiences to help our students with the transition from high school to college.

Our Caring and Supportive Environment

We strive to maintain a supportive, caring and respectful environment for everyone at HSVD by collaborating with community based organizations such as Education Alchemy to help our female students acquire greater confidence, self-esteem and conflict resolution skills. In addition, our Student Peer Mediators have been trained and certified to help their peers quickly and peacefully resolve disagreements. Regularly scheduled Town Hall sessions are held and facilitated by the school’s Principal, Guidance Counselors and other Administrators to provide opportunities for students’ voices to be heard and for the dissemination of relevant and meaningful information. Student representatives from each grade known as “Wisdom of the Crowd” attend weekly meetings with the Principal. During these gatherings, students present the grade level goals on which they’d like to focus and they begin to develop and implement strategies so that they can move toward those goals. For example, our ninth graders recently wrote, produced and presented an “HSVD SAYS NO TO BULLYING!” assembly for their ninth grade peers that was aligned with our school’s mission statement. Students wrote the play and choreographed performances in their dance classes to tell the story of how

bullying can cause harm to others. They also created pledges to promise to refrain from bullying, along with a student-created anti-bullying poster that was signed by our students. We have begun to see an increase in the peaceful and positive resolution of disagreements by ninth graders since their production. Our school's administrators, guidance counselors, social workers, and deans play a vital role, along with our Morris Campus Safety Team, in creating a place where students, parents, visitors and staff feel welcome, cared for, and safe.

Our Strengths and Weaknesses

Strengths

The feedback from our most recent school quality review has informed us of the following:

- Our school ensures engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- We engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. j

Weaknesses

- We must develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
- Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

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.

Strengths

- Utilization of Danielson’s Framework to improve instruction across the curriculum.
- Focus on literacy across the curriculum.
- Ongoing development of curriculum maps and pacing calendars.
- Implementation of Webb’s Depth of Knowledge higher level questioning prompts.
- School-wide instructional assessment strategy known as AFL (Assessment for Learning).
- MOSL Performance Assessments given school-wide for all grades with particular emphasis in ELA.
- Move toward implementation of Common Core Learning Standards in Instructional Shifts across the curriculum in all classes.
- Creating opportunities for students to make progress and achieve via our very own Extended Time On Task academic intervention program.
- Engaging teachers in professional development opportunities to review and understand IEPs for our SWDs in order to plan rigorous, challenging and appropriate learning activities to help our SWDs succeed.
- ESL teacher supports our ELLs in the acquisition of English as their second language on a daily basis using Achieve 3000 software to monitor individual student growth.
- Teachers consistently collaborate through inter-visitations to improve followed by with debriefings.

Weaknesses

- Strong pedagogy is not consistent across the staff. We are using data to identify teachers who need additional / differentiated support to help them help our students succeed.
- Student and teacher relationships based on teacher and student feedback need to be developed in a manner that leads to increased care, concern, respect and trust in the classrooms. We have partnered with CBOs such as RAMAPO and Educational Alchemy to provide professional development for teachers and support programs for students to address concerns.

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 August 2015, the number of 12th grade students who are on track (with their NYS Regents examinations and credit accumulation) to graduate will increase by a minimum of 8 percentage points (from 60% to 68%) as compared to our school's August 2014 graduation rate.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Strategic placement of identified students in lowest thirds into regular school-day NYS Regents tutorial and preparation classes • Use of the Performance Assessment for the MOSL in all major subject areas (aligned to the Common Core Learning Standards and Instructional Shifts) • Enrollment of targeted students into extended day tutorials and NYS Regents preparation classes including Saturday Regents Prep Academy • ICT model to support SWDs with IEPs (including Saturday Regents preparation classes) • On-going collaboration with Columbia University to provide professional development for teachers and administrators in aligning the Danielson Framework Model with Common Core Learning Standards and Common Core Instructional Shifts • Constant and open-door policy for students and parents to meet with guidance counselors and teachers to review their personal academic data / progress to establish and maintain trust • Ongoing opportunities for students / parents to engage in student to teacher conferences to resolve conflict to establish and maintain trust • Ongoing opportunities for students to engage in extended time on task to complete academic assignments to establish and maintain trust 	12th graders on track with academic requirements English Language Learners Students with Disabilities	August 2014 – June 2015	Administrators, Guidance Counselors, School Programmer, Columbia University, School Leadership Team, Parents Association, Students, N NYCDOE Network mentors

Part 4 – Resources Needed

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

Textbooks, NYS Regents Review Books, Administrators, Guidance Counselors, School Programmer, Teachers including Special Education Teachers, School Leadership Team members, Parents Association members, Computers, Smartboards, Campus Auditorium and Audio Visual Equipment

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	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

Midpoint Benchmark: By January 23, 2015 a minimum of 40% of 12th grade students (Cohort Q) on track for graduation will have earned a minimum passing grade of 70 in a minimum of 3 of their classes.

Timeframe: September 2014 – January 23, 2015

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

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • 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 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

<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Students’ academic progress is monitored by teachers and administrators Report card data and student progress report inform programming decisions Student programs are modified as informed by their academic progress data Guidance Counselors meet with students to review their personal transcripts Collaborative team teaching / ICT strategically programmed Regularly scheduled conferences with Administrators and teachers to review scholarship data ELLs provided language acquisition classes with ESL teacher SWD’s Individualized Educational Plans are referenced as teachers are informed for effective differentiated instruction

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By August 2015, 80% of all students in each grade will earn a minimum of 10 credits toward the meeting of graduation requirements.</p>

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Regularly scheduled review and monitoring of students’ academic records / data (Transcripts, Report Cards, Progress Reports) Parent teacher conferences Careful and proactive review and analysis of teacher scholarship reports Partnering and collaboration with CBOs such as Education Alchemy for peer mediation and girls’ mentoring Establishment and monitoring of a system that provides at-risk counseling / crisis intervention 4 out of 5 days per week 	Grades 9 – 12 English Language Learners General Education Students Students with	September 2014 – August 2015	Administrators, Teachers including Special Education teachers, Guidance Counselors, Parents, CBOs, Network Mentors

<ul style="list-style-type: none"> On-going progress report meeting with students, teachers, counselors, parents, to collaboratively address students' needs and challenges in an effort to establish and maintain trust 	Disabilities Students with IEPs Lowest Thirds		

Part 4 – Resources Needed

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

School Administrators, Guidance Counselors, Teachers, Parents, School Leadership Team members, Parent Association members

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	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

Midpoint Benchmark: By January 23, 2015 each teacher will have met with School Leadership a minimum of three times to review student progress data.

Timeframe for Mid-Point Progress Monitoring: September 2014 to January 23, 2015

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
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- 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 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.

Our 2013 – 14 school data from ADVANCE, based on formal and informal observations, has informed us on how to implement strategies for addressing teachers’ needs and concerns. For example, we have established a partnership with the RAMAPO CBO in order to provide our teachers with professional development in managing student behavior, building and fostering positive relationships and establishing a respectful, caring, trusting classroom environment.

We found that the establishing and implementing of inter-visitation schedules for our teachers resulted in teacher progress and in the participating teachers having received an ‘Effective’ rating in student engagement. We will continue to implement this strategy.

We have infused in-class teacher teams across the curriculum with an emphasis on our Special Education teachers collaborating with general education teachers in order to provide equal opportunity and rigorous learning, engagement and success in the classroom.

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.

By August 2015, all teachers will have been observed a minimum of six times utilizing either the newly-adopted teacher evaluation system or their individually-selected observation method option.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Formal and informal classroom observations • Collaborative review of academic trends in each teacher’s scholarship data • Engagement in collaborative teacher teams • Regularly scheduled Achievement Team meetings • Teachers’ College at Columbia University – Facilitated Professional Development 	All Teachers Guidance Counselors	September 2014 – June 2015	School Administrators, Network Mentors, Columbia University

<ul style="list-style-type: none"> • Team Leader meetings (Weekly on Tuesdays) • Department meetings (Weekly on Wednesdays) • Collaborative Team Teaching meetings (Thursdays / Fridays) • Utilization of established protocols to conduct group and individual teacher meetings with specific and low inference feedback in order to establish and maintain trust 			

Part 4 – Resources Needed

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

School Administrators, Columbia University, Network Mentors,

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	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

Mid-point benchmark: By January 23, 2015 all teachers will have been observed a minimum of 2 times.

Mid-point Progress Monitoring Timeframe: September 2014 – January 23, 2015

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	x	Yes		No
<ul style="list-style-type: none"> • 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 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.

Strengths

- Teacher Teams
- Achievement Team, Team Leaders, Department Leaders, Grade Leaders.
- Regularly scheduled meetings to review student achievement and scholarship data teacher-by-teacher, class-by-class in order to modify student and teacher schedules via programming to promote progress.
- Direct outreach to CBOS for relevant professional development to address needs of school culture, environment and classroom.
- Conducting of formal and informal classroom observations to support teacher and student growth.
- Strong collaboration with school community to encourage higher level thinking and college and career readiness.
- Providing a safe environment in which all stakeholders’ voices are heard and adjustments made as needed to support and develop trust and achievement across the curriculum and throughout the schools.
- Fostering a collaborative mindset around the Three A’s and the Three C’s: Attendance, Achievement, and Attitude; Commitment, Confidence, and College and Career.
- Immediate collaborative response to parents’ needs and concerns regarding student achievement, emotional needs, and behavior.

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.

Beginning August 2014, school administrators and staff will have met a minimum of three times per term to review student progress data and to engage in professional development in order to strategically modify and adjust curriculum planning, teacher-student assignments / programs to improve student achievement across the curriculum.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<ul style="list-style-type: none"> • Build structures to maximize time spent on instructional planning in the collaborative and ICT classes. • Engage in professional development to review and understand SWD's Individual Educational Plans in order to plan rigorous instruction that is aligned with the Common Core Learning Standards and Instructional Shifts. • Engage in professional development to collaboratively look at student work in order to create alignment across the curriculum in instructional planning and pedagogy. • Create opportunities for teachers and guidance counselors to provide input, facilitate professional development, share best practices, visit peer's classes both within the school and outside of the school in order to build and maintain trust. 	Teachers, Guidance Counselors	August 2014 to August 2015	School administrators, Team Leaders, Grade Level Teams, School Programmer, CBOs, Network mentors, School Programmer

Part 4 – Resources Needed

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

School Administrators, Teacher Teams, Guidance Counselors, School Programmer, CBOs, Network Mentors, Columbia University

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	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

Mid-point benchmark: By January 23, 2015, all academic teachers will have collaboratively engaged in a minimum of 5 professional development opportunities to review student achievement data in order to plan differentiated instruction aligned with the Common Core Learning Standards and Instructional Shifts.

Timeframe: August 2014 - January 23, 2015

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

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | x | Yes | | No |
| <ul style="list-style-type: none"> • 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.

Strengths

- Active School Leadership Team and Parents’ Association
- Establishment of partnerships with CBOs to foster growth and development among our students and to build strong, positive relationships between students, teachers, and staff
- Involvement of SLT in the completion of our S/CEP on an ongoing basis
- Consistency in efforts to keep parents and community informed
- Utilization of school’s phone master system (to remind and inform parents)
- Translation services available at SLT and PA meetings
- School newsletter and website
- Maintaining a welcoming environment and climate for students, parents, visitors at all time

Weaknesses

Must:

- Develop more effective strategies for increasing parental involvement
- Increase the number of CBOs supporting our students and school
- Increase opportunities for students to showcase their skills, talents, knowledge and abilities to outside audiences
- Create an authentic career experience for students to acquire real-life experience in the world of work

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 the end of August 2015, 50% of SLT parents and PA parents will have engaged in a minimum of 16 relevant and meaningful workshops to learn how their children are taught and supported at school in order to increase parent awareness, engagement, and trust.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Establishment of a strong and collaborative School Leadership Team and Parents' Association Establishment of HSVD Family Curriculum Night to engage and inform parents and caregivers in the daily academic programs their children follow in an effort to build and maintain both transparency and trust Ongoing opportunities for input, feedback and clarification among teachers, staff, students and parents in order to foster and maintain trust 	All parents and caregivers	August 2014 to August 2015	Parent Coordinator, School Leadership Team members, School Administrators, Guidance Counselors, Social Worker, CBOs, On-Campus Montefiore Hospital Clinic, School Safety Officers, Deans
Parent Association and School Leadership Team Collaborative retreat for review and revise the SCEP	SLT, PA	Spring 2015	School Administrators, SLT, PA, Parent Coordinator

Part 4 – Resources Needed

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

Administrators, SLT, PA, Guidance Counselors, Deans and Safety Officers, Social Workers, Clinic Staff, Parent Coordinator

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	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

Mid-point benchmark: By January 23, 2015, a minimum of 10 parent workshops will have been held

Mid-point progress monitoring timeframe: September 2014 – January 23, 2015

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	x	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Identification of students at-risk of failing classes or NYS Regents examination	<ul style="list-style-type: none"> • MOSL Performance Assessment data • DYO/Common Core Standards • Inquiry-based teaching and learning • Alignment of curriculum maps and pacing calendars • Mock Regents exams 	<ul style="list-style-type: none"> • Small group • One-to-one • Extended time on task • Collaborative team teaching • ICT 	<ul style="list-style-type: none"> • During regular school day • After school • Saturdays
Mathematics	Identification of students at-risk of failing classes or NYS Regents examination	<ul style="list-style-type: none"> • MOSL Performance Assessment data • Common Core Learning Standards • DYOs • Mock Regents exams 	<ul style="list-style-type: none"> • Small group • One-to-one • Extended time on task • Collaborative team teaching • NYS Regents examination preparation <p>ICT</p>	<ul style="list-style-type: none"> • During regular school day • After school • Saturdays
Science	Identification of students at-risk of failing classes or NYS Regents examination	<ul style="list-style-type: none"> • MOSL Performance Assessment data • Alignment of curriculum and instruction to Common Core Learning Standards • Inquiry-based teaching and learning • Mock Regents exams 	<ul style="list-style-type: none"> • Small group • One-to-one • Extended time on task • Collaborative team teaching • NYS Regents examination preparation 	<ul style="list-style-type: none"> • During regular school day • After school • Saturdays

Social Studies	Identification of students at-risk of failing classes or NYS Regents examination	<ul style="list-style-type: none"> • MOSL Performance Assessment data • Alignment of curriculum and instruction to Common Core Learning Standards • Inquiry-based teaching and learning • Mock Regents exams 	<ul style="list-style-type: none"> • Small group • One-to-one • Extended time on task • Collaborative team teaching • NYS Regents examination preparation 	<ul style="list-style-type: none"> • During regular school day • After school • Saturdays
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Students at-risk of failing classes or NYS Regents examinations • Students needing counseling for emotional / family support 	<ul style="list-style-type: none"> • Performance Assessment data • Consistent outreach and follow-up as needed on individual student and family basis • Individualized Education Plans • Social-worker intervention services 	<ul style="list-style-type: none"> • Small group • Peer mediation • One-to-one counseling sessions • Town Halls by grade levels / gender • Mentoring 	<ul style="list-style-type: none"> • During regular school day as needed • After school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

Attendance at city-wide job fairs, Utilization of NYCDOE Job / Application Bank, NYCDOE Open Market System, Referrals and recommendations, Professional organizations and Instructional Achievement Coaches

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).

Columbia University’s Teachers’ College facilitates professional development workshops for our teachers on a monthly basis. Our teacher team leaders and department leaders along with our grade level teachers engage in professional development workshops to look at research-based strategies on increasing rigor, Webb’s Depth of Knowledge Questioning, analyzing student work, designing curriculum maps and pacing calendars and aligning instruction with Danielson’s Framework, Common Core Learning Standards and Instructional Shifts in order to increase student engagement, progress, and achievement across the curriculum.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

During our school’s Achievement Team, Department Team, Team Leader and Grade Level meetings teachers discuss ways to create and administer assessments such as MOSL , DY0 Performance Assessments and Mock Regents Exams. These collaborations result in aligned testing dates across the curriculum, test date announcements and distribution of school-wide calendars in order to ensure timely communication and administration of these assessments. After the administration of these assessments, teachers collaboratively schedule time to review, analyze and understand the grading rubrics for each type of assessment. Afterwards, they grade each student’s exam according to the respective rubric and collaboratively sit to rate these exams. This data and student work are analyzed in order to modify curriculum and make other instructional decisions. This effort is encouraged and supported by the school’s leadership.

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 codes¹. 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 consolidated². **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	3185.00	X	11,13,15,17,20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

²The **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. **[High School for Violin and Dance]**, 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. **[High School for Violin and Dance]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: High School for Violin and Dan	DBN: 09X543
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: In serving our ELL population, we will strengthen their learning in core subject areas in an effort to increase graduation rates. We want to create an afterschool small group instruction (15:1) where the teachers (Polonia, Lewis & Siebuhr) focus on providing students opportunities to engage in rigorous reading and response both orally and in writing (the data shows writing improvements need to occur); speaking both formally and informally in groups of both familiar and unfamiliar audiences in authentic settings; using and creating graphic illustrations to effectively communicate via technology and graphic arts. We will provide them opportunities to enhance their listening skills which is an area the NYSELAT data shows needs to improve while simultaneously engaging in rigorous audio and media presentations. The structure will be three times a week for an hour (Tuesday, Wednesday and Thursday). Wednesday will focus on reading (non fiction text) and writing with our ELA content teacher specialists Ms. Siebuhr and that will be for the 15 of our advanced ELL students. On Tuesday Ms. Lewis will engage the beginners (3 students) & intermediate (12 students) ELL students in dramatic presentations and dance performances to interpret texts, short stories and poems. On Thursday Ms. Polonia will work with the 10 advanced ELL students that the data shows are closest to passing the NYSELAT exam (based off last years data) on prepping them with strategies to approach the taking of the NYSELAT with a focus on writing. Lastly, the final component of will be supporting the students in passing their NYS regents exams which will occur on Saturdays from 10-12pm. This regents prep class will be taught by Ms. Seibuhr during the months of December and January as well as May and June. Since all ELL students need the regents prep and we want to keep the instruction at 15:1, two weeks of prep will be devoted to the beginners and intermediate students which make up 15 in total and the other two weeks of the month will be for 15 advanced students. In total there will be 20 weeks of the above program described from November to June (Tuesday, Wednesday, Thursday and Saturday).

Students to be served: ELLS grades 9 - 12

Schedule: Tuesday, Wednesday & Thursday 3:10-4:10

November 2014 - June 2015;

Saturday Academy 9am - 12 noon, November 2014 - June 2015

Teachers, grades 9 - 12; English, Math, Science, Social Studies, Art

Resources: Laptops, Smartboards, Audio Equipment, Textbooks, Documents, Scripts, Music, Core Supplemental Materials

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Beginning August 2014 until June 2015, our teachers will engage in professional development that addresses our ELL population. Every first Monday of the month our teachers Ms. Polonia, Ms. Lewis and Ms. Siebuhr will gather to create an agenda for their subsequent Departmental Meetings that are connected to the focus of our "FIRST MONDAY P.D." sessions. Their focus will be to infuse the understanding and skills acquired during our school-wide professional development sessions. Our ELL teachers will meet monthly with content area teachers after school to discuss research-based strategies that can be implemented across the curriculum with an emphasis on the shifts and the CCLS to engage all our ELL's in rigor and literacy across all subjects. Strategies to be implemented are scaffolding, differentiated instruction, assessment for learning and testing modifications where applicable. ELL teachers will also meet with our Special Education teachers to explore and deliver specialized and targeted instruction to our ELL students with special needs. This instruction will be aligned with their ability to perform based on their diagnosed disabilities. In addition to the professional development and collaboration mentioned above, these three teachers will be receiving Quality Teaching for English Learners (QTEL) training over six sessions (each session will occur monthly) beginning in December with focus on: Sustaining Academic Rigor, Maintaining High Expectations, Engaging in Quality Student and Teacher interactions, Sustaining a Language Focus, Developing a quality Curriculum and Infusing Metaprocesses in the Education of ELL students. Besides the six sessions mentioned and additional two professional development sessions will occur that will focus on Infusing Technology. One session will focus on the Smart board and the other on the use of the Electric Light Magnifying Object (ELMO).

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are our partners at H.S.V.D. They are invited to visit our teachers four times a year, including and not limited to student performances. We engage our parents in workshops and invite guest speakers from the NYCDOE as well as from our Community Based Organizations and our on-site Clinic to address parents' concerns as well as inform them of the services we provide for their child. We are sensitive to our parents' needs and purpose to ensure that there is a language interpreter / translator at all meetings and school gatherings.

Two workshops will be provided to parents in the Fall, one will be on Engaging your child in their academics and the other on Common Core. Two workshops will be provided to parents in the Spring, one on Reading and Writing in both the primary and secondary language and the other on Common Core Session II. These workshops will be organized by the school's Parent Coordinator and attended not

Part D: Parental Engagement Activities

only by parents but by representatives of our school community. In addition, our ELL parents are invited and encouraged to serve on our school's School Leadership Team, along with their child.

Our parents will be invited to see their child perform in our November 2014 HSVD Says NO! To Bullying Production which will be produced by our students. The focus of this performance is to inform parents' about safety at our school and to inform them of the school's Peer Mediation Program. We will also share with them the resources that are available for addressing Cyberbullying.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$ _____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$ _____	QTEL and technology professional development.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$ _____	Audio equipment and books.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	Parents (\$1,120)	_____
TOTAL	_____	_____

**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 09	Borough Bronx	School Number 543
School Name High School for Violin and Dance		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	378	Total number of ELLs	40	ELLs as share of total student population (%)	10.58%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										13	9	10	8	40
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	13	9	10	8	40

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									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
Dual Language										0
ESL	9	4	4	13	1	4	18		13	40

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	
Total	9	4	4	13	1	4	18	0	13	40
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										11	9	9	6	35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2		1	1	4
TOTAL	0	13	9	10	8	40								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	1	2
Intermediate(I)										8	5	6	2	21
Advanced (A)										4	4	4	5	17
Total	0	13	9	10	8	40								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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	6		0	
Integrated Algebra	5		0	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math _____				
Biology				
Chemistry				
Earth Science	0		0	
Living Environment	6		1	
Physics				
Global History and Geography	13		0	
US History and Government	5		0	
Foreign Language		3		3
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 examine the students' scores on the NYSESLAT, periodic assessments, and classroom assessments. The data shows above all that most students' oral abilities outpace their written abilities. Sixteen out of sixteen returning students have scored higher on the listening/speaking component of the NYSESLAT than on the reading/writing component. ESL classes therefore put greater emphasis

on these latter skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We see that most of our students, particularly our significant LTE population, perform markedly better on the Listening and Speaking sections compared with Reading and Writing. For this reason, we are offering ESL classes specifically geared toward improving the reading skills of our ELL population.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Since in all cases (16 out of 16), students are weaker in reading/writing than listening/speaking, instruction will emphasize the written word. Authentic literature and high-level non-fiction texts, such as New York Times articles, will be used as the focus of the instruction. Support will be given in content areas to understanding written texts and documents and producing quality writing on an appropriate high level. Curriculum has been written indicating what texts are applicable.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 4. a. The ELLs are performing at a slightly lower level than their peers at the same grade level. We are gratified that all but our lowest-level ELLs are taking their exams in English (although with translating dictionaries and a copy of the test in their native languages). Two of our intermediate ELLs passed the English Regents with scores of more than 75.
 - b. We distribute the results to all teachers of ELLs. Students are programmed for ESL classes or additional support based on these results. Teachers use line-item analyses of all periodic assessments to inform their instructional goals and practices. Team leaders use data to inform their curriculum and lesson planning. Administrators use data to determine what courses and after-school help are necessary to schedule, and in what areas to provide professional development.
 - c. The school is learning what areas of English acquisition that our students need to work on in order to exit ESL. We design lessons based on the results for students, differentiating as needed. The native language is used to provide alternate texts, translations, oral explanations and glossaries in Spanish and other languages. Communication with parents is done in both English and Spanish.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students are placed into ESL classes based on their linguistic needs. Because we are a very small school, there are only two ESL classes: beginning-intermediate and intermediate-advanced. Students are grouped by ability level. Students are also placed in team teaching classes when this appears appropriate (i.e. as per IEP).
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Evaluation is an ongoing process. We meet as an ESL committee bi-weekly. Our Grade Teams meet weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students' progress based on DYO Periodic Assessment exams and ongoing assessments in our classrooms. Our Data Specialist, Mr. Dan Rubin, produces hard data based on Periodic Assessments and standardized testing that informs instructional decisions.

Part IV: ELL Identification Process

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

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

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

At the time of intake, we determine whether the parent is capable of understanding and communicating well in English, and if not, we find a person capable of translating to the parent's language, whether within the school, or at the DOE's translation services. Our bilingual (Spanish) guidance counselor, Ms. Hernandez, meets with the student and the family. The counselor will immediately consult with our ESL teacher, Mr. Littman (bilingual-Spanish) who follows the LEP Identification Process. The ESL teacher conducts the informal interview and uses a variety of assessments to determine language proficiency in English; i.e., question-and-answer, informal written essay, etc. The Parent Coordinator, is a major stakeholder in the process as a liaison to the parent. Ms. Borrero, Parent Coordinator (fluent in Spanish), then shows the DVD that outlines the three program choices for the parent in their native language. After which, a question and answer forum is facilitated by the ESL Coordinator, Parent Coordinator and interpreter, if applicable, in order to answer any questions or concerns with a specific program. Once it has been determined that the parent has a fair understanding of the three different programs, Mr. Littman, the ESL Coordinator, then asks the parent to fill out the Program Selection Form by asking them to rank their choice accordingly. Once done, they sign the document and Mr. Littman will then inform the parent of what specific programs exist at HSVD. If the parent choice is not supported by the existing program at the school level, Ms. Borrero, Parent Coordinator, assisted if necessary by a Principal's Designee, will then contact the Office of ELLs at ELLProgramTransfers@schools.nyc.gov to alert them of the parent's request, and to work with the Office of Student Enrollment to attempt to find a suitable bilingual program. We also provide referrals to schools that focus on serving ELLs if the parent so requests. In the interim, we program the child based on what HSVD currently offers and provide an amicable timeline with the parent that would identify the results of the outreach and outcome. This usually takes between two to three weeks, depending on seat identification from OSEPO. The parent's choice is then logged in on ATS, using the new ELPC function. The Parent Coordinator will serve as the liaison between the school and the parents, should a previously selected program not available at the time become available at a later time.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Mr. Littman, ESL Coordinator, coordinates with Ms. Borrero, Parent Coordinator, who handles the logistical aspect of the Parent Orientation in a timely manner. In addition, after a parent has gone through the orientation process, the Parent Survey is completed.

In conjunction with the viewing of the parent video, the Program Selection Form is then provided by Mr. Littman to the parent to ascertain their choice of program, according to preference. This form is handed to the parents after the question and answer portion of the video session. However, in cases wherein the parent would request to take home the form to review, we then deploy the Parent Coordinator to follow up in the retrieval process in a timely manner. The Parent Coordinator will serve as a liaison between the school and the parents of ELL's and will distribute entitlement letters and oversee the completion and collection of all forms. Forms will be given by Ms. Borrero to students to bring home and collected from them the following day or days. Follow-up calls home will be made when the forms are not returned. All forms are stored in the students' cumulative envelopes and a database is maintained with the choices and contact information for the parents.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Throughout the school year, it is stressed that it is very important to pass the NYSESLAT in order to exit ESL and be able to take more electives. Students are reminded when the NYSESLAT is coming and reminded again of the advantages of passing it.

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

Principle One: A Coherent Language Policy

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

Principle Two: Academic Rigor

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

Principle Three: Use of Two Languages

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

Principle Four: Explicit ESL and ELA Instruction

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

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

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

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

Our ESL teacher is assigned to work with content teachers of our ELL blocks in order to provide ESL support. The ICT model ensures that all advanced ELLs are receiving the mandated number of minutes per week. Intermediate and Beginner Students are programmed for a separate ESL class every day. A separate ESL class is offered to provide 5 periods (260 minutes) of

instruction for beginning and intermediate students; the remainder of the time required for all students is achieved by ESL push-in to other classes. Push-in by the ESL teacher into one other 5-period-per-week class reaches the requirement for all students, including beginners.

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The bilingual counselor and the ESL teacher, who is fluent in Spanish, interview students to determine fluency in Spanish. In the case of a new student whose native language is not Spanish and no one can be found who speaks that language, the DOE's translation services are used. In addition, students are asked to provide a writing sample in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Classroom assessments are required to focus on all four modalities, either within the same assessment, or serially through series of brief discrete assessments. Emphasis is on listening and reading skills, as the results of the NYSESLAT consistently show that these two areas are the weakest for our students, some of whom have ADHD and/or reading disabilities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

promotion/graduation programs.

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students with special needs are grouped within class sections that are co-taught by a licensed Special Education specialist and a licensed content area teacher. These sections contain special-needs and general education students together at all times. A program developed at our school, Extended Time on Task (ETOT), allows students to complete work after it is due, including after a semester has ended, to receive course credit when they are unable to complete the work on time. (ETOT is open to all students.) Students with special needs are also allowed extended time on all exams, as stated in their IEP's. We allow students who need more time in Math to complete courses in three semesters rather than two, when appropriate; however, all students are initially given the opportunity to complete these courses in two semesters, and are expected to make an effort to do so. For math and all other academic courses, PM school classes allow students to make up credit when necessary. Also, credit recovery courses are given during the school day that allow students to make up missing credits at their own pace with the guidance of a licensed teacher. SWD's are programmed alongside general education students 100% of the time.

Courses Taught in Languages Other than English ⓘ

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

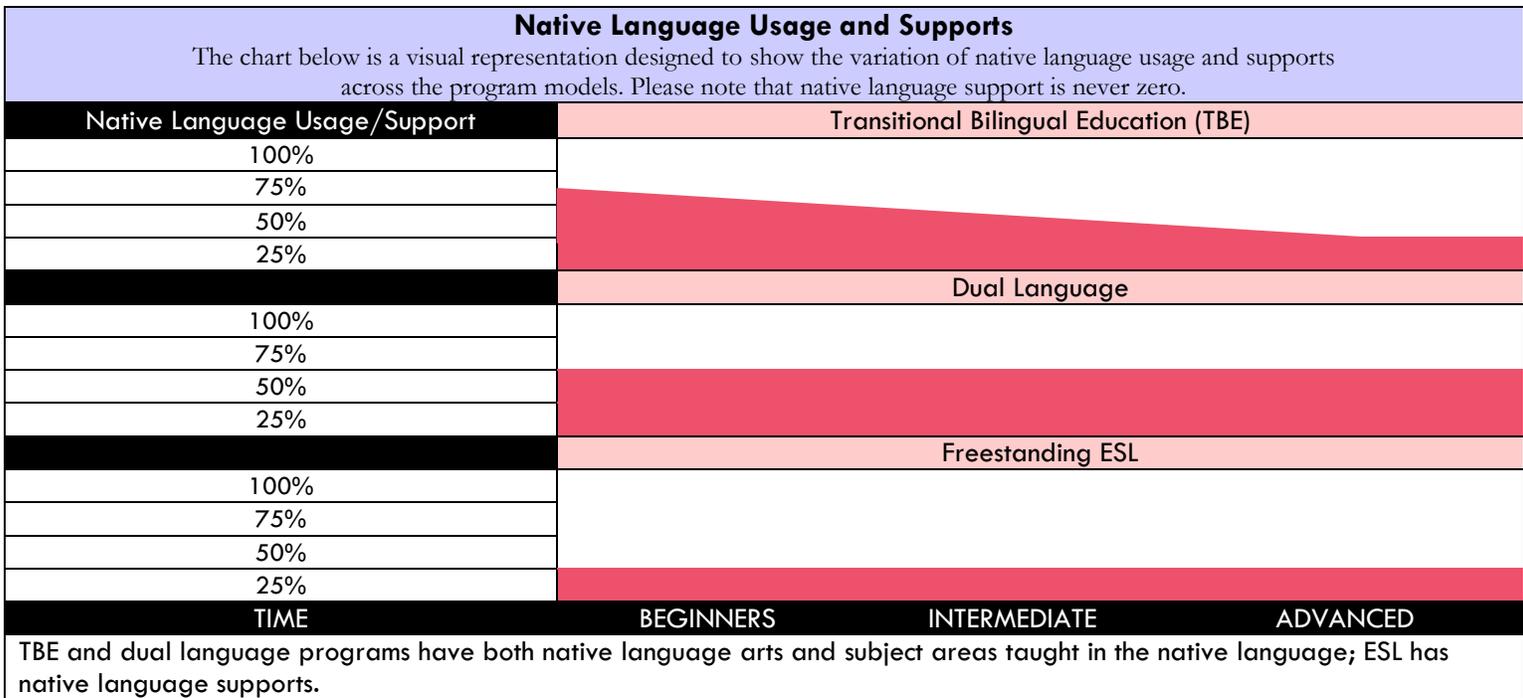
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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.

We provide a variety of intervention services.

After-school and Saturday tutoring and courses will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. Struggling students are mandated to attend PM school in order to make up for deficient credits and skills.

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

Our ESL program puts the greatest emphasis on the modalities that need the most improvement overall: listening and reading. The ESL classes are taught with a method that incorporates listening and reading at the same time for at least 15 minutes per day. Out of the 17 current students who took the NYSESLAT at our school last year, 11 went up at least one proficiency level.

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

We will have professional development regarding support for ELL's through in-house training as well as DOE-sponsored professional development. Ramp Up for Literacy, AVID, Rosetta Stone and Curriculum Mapping including content area and ESL teachers.

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

No programs are scheduled to be discontinued at the present time.

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

ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. The ESL teacher is responsible for making sure that their students are included. Programs include Computer Club, advanced dance and orchestra, sports teams, book club and events such as dances and recitals. ELL's are also enrolled in all classes (except ESL) alongside English-dominant students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

Newcomer ELLs are provided with testing accommodations including:

English and Spanish language versions of both in-class and regents assessments in the content area.
Bilingual dictionaries for ELA class and the ELA Regents

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Materials used are written for high school students and reflect themes relevant to adolescents. For example, novels such as "The Outsiders" and "Johnny Tremain," written on a high-interest level with outsider and coming-of-age themes, are used in ESL classes to improve reading and vocabulary and give students an understanding of the literary elements they must know for the ELA Regents. Content areas are taught with ELLs alongside non-ELLs as they study grade-appropriate subjects.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
We have an orientation program for all new students to the school.
18. What language electives are offered to ELLs?
Spanish, Italian, Japanese and French are currently offered.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable. No dual language program.

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

D. Parental Involvement

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

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

To encourage parent involvement at HSVD we:

- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;
- > hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conduct outreach activities and training parents;
- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > bilingual parent newsletter;
- > annual open house;
- > activities open to parents, such as the annual picnic, senior breakfast, and Second Cup of Coffee.
- > Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

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

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

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

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

E. Additional Information

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

Paste response to question here:

School Name: HS for Violin and Dance

School DBN: 09X543

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Franklin Sim	Principal		
Julio Lopez	Assistant Principal		
Sarita Borrero	Parent Coordinator		
Steven Littman	ESL Teacher		
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lillian Hernandez	Guidance Counselor		
Cristina Jimenez	Network Leader		
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X543 School Name: High School for Violin and Dance

Cluster: 04 Network: 402

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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