

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**30Q301**

**School Name:**

**ACADEMY FOR CAREERS IN TELEVISION AND FILM**

**Principal:**

**EDGAR RODRIGUEZ**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Secondary School Number (DBN): 30Q301  
Grades Served: 9-12  
School Address: 1-50 51<sup>st</sup> Avenue, Long Island City 11101  
Phone Number: 718-609-3330 Fax: 718-609-3339  
School Contact Person: Rob McCubbin Email Address: rmccubbin@actvf.org  
Principal: Edgar Rodriguez  
UFT Chapter Leader: Chip Healy  
Parents' Association President: Lenore Skenazy and Rachel Beadle  
SLT Chairperson: Edgar Rodriguez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Daniela Collado and Federico Michellin  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alex Anormaliza  
Director's Office Address: 131 Livingston Street Brooklyn NY  
Director's Email Address: aanorma@schools.nyc.gov  
Phone Number: 718-935-5618 Fax: N/A

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Edgar Rodriguez	*Principal or Designee	
Charles Healy	*UFT Chapter Leader or Designee	
Lenore Skenazy	*PA/PTA President or Designated Co-President	
Valen Daughtrey	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Daniela Collado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Federico Michellin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rachel Beadle	PTA Co-President/ Parent	
Audra Bon Sealey	PTA Member/ Parent	
Nancy Zupo	PTA Member/ Parent	
Joel Kirkhart	Member/ Teacher	
Rob McCubbin	Member/Assistant Principal	
Robyn Murray	PTA Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

Of our 554 enrolled students, 129 are students with disabilities and 18 are ELLs who receive various services. Over their four years with us, these students excel in our close knit, supportive environment as is demonstrated with our 100% graduation rate for both our SPED and ELL students in 2015. We have been able to meet and exceed their needs through the differentiated instruction provided by our teachers, the supportive environment provided by the advisory program, and the extensive additional support provided through our after school tutoring program.

During the 2014-2015 school year we continued to refine and deepening our structures and systems that foster teacher collaboration, a supportive school environment, and rigorous instruction. We made the most progress related to the *Framework for Great Schools* in the area of Teacher Collaboration. A significant professional development cycle of

teacher intervisitation around effective student discussion and communication was executed over the school year. Teacher teams, comprised of heterogeneous groupings across content area and experience, engaged in three rounds of intervisitations where they observed teacher practice related to effective student discussion and communication. After observing their peer's classrooms, the teacher teams debriefed the observations using protocols to facilitate conversations that highlighted specific strengths and allowed teachers to collaboratively develop next steps.

During the 2015-2016 school year, we will continue to focus on strengthening our collaborative teaching practices through our intervisitation work and through the Urban Teacher Residency /Learning Partners program. Four of our teachers will serve as mentor teachers for four teaching residents. TvF will also serve as a host school in the Learning Partners program to two partner schools who are in the early phases of having mentor and resident teachers. Between our intervisitation work and our Learning Partners work, we will continue to deepen and refine our collaborative teaching structures to improve instruction and teacher inquiry not only in our own school, but also in our partner schools.

### 30Q301 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	514	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	5	# Integrated Collaborative Teaching
				32
Types and Number of Special Classes (2014-15)				
# Visual Arts	18	# Music	N/A	# Drama
				N/A
# Foreign Language	8	# Dance	N/A	# CTE
				27
School Composition (2013-14)				
% Title I Population	0.9%	% Attendance Rate		93.4%
% Free Lunch	55.7%	% Reduced Lunch		12.8%
% Limited English Proficient	2.6%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		17.2%
% Hispanic or Latino	56.2%	% Asian or Native Hawaiian/Pacific Islander		5.7%
% White	20.0%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.74	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)		15.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		3.6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	90.0%	Mathematics Performance at levels 3 & 4		84.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	97.8%	% of 2nd year students who earned 10+ credits		97.7%
% of 3rd year students who earned 10+ credits	95.3%	4 Year Graduation Rate		95.8%
6 Year Graduation Rate	97.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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 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 trends and sources.

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

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific: By October 2015, a personalized professional development plan will be completed by teachers that supervisors will use to inform and tailor teacher support over the course of the year during observations (both formal and informal) and debrief meetings. By June 2016, teachers and administrators will use the teacher’s goals to measure the progress made over the course of the year.

Measurable: 100% of teachers will develop their personalized professional development plan and 100% of teachers will engage in a mid-year and end of year reflection with their supervisor to determine progress made towards those goals.

Achievable: Teachers will be provided time before school begins in September to draft their initial goals, will check in on their development during observation debriefs, and will be provided professional development time during the year to write their mid year and end of year reflections.

Relevant: Reflective practice and teacher professional growth is both a guiding instructional principle of the school as well as the current teacher evaluation system.

Time-Bound: In early September 2015 teachers will have an opportunity to draft their goals, in late January 2016 there will be a mid year check in and reflection, and in June 2016 there will be an end of year check in and reflection.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>During the first two PD days of the year in September 2015, all faculty receive their final overall Advance rating, along with the End of the Year reflection on their 2014-2015 PD Plan (completed the previous spring semester.) Teachers then develop instructional goals based on prior Advance ratings, previous conversations with supervisors, and their final reflections (if applicable) from the prior year. Supervisors give feedback on goals and criterion set by teachers.</p>	<p>All faculty</p>	<p>September 2015</p>	<p>All faculty and administration</p>
<p>In the context of Danielson observation cycles, supervisors give feedback and guidance on “next step” progress toward year-end goals</p>	<p>All faculty</p>	<p>In progress throughout school year</p>	<p>All faculty and administration</p>
<p>Teachers submit a mid-year reflection on their progress toward their goals</p>	<p>All faculty</p>	<p>End of January 2016</p>	<p>All faculty</p>
<p>Teachers submit an end-of-year reflection on their progress toward their goals</p>	<p>All faculty</p>	<p>End of June 2016</p>	<p>All faculty</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resource













•

Inst  
ruct  
iona  
l N/A  
Res  
ourc  
e

•

Sch  
edul  
e  
Adj  
ust  
men  
ts







•

Tea  
cher  
/Su  
perv  
isor N/A  
Per  
Sess  
ion  
Per  
Die N/A  
m

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	<b>X</b>	<b>Other</b>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Monitoring of teacher progress toward their goals will occur throughout the year in the context of the observation cycles, with checkpoints at every observation debrief. In addition to this, all teachers will attach mid-year reflections to their professional development plans in February and end-of-year reflections to their professional development plans in June. Each supervisors will review mid and end of year reflections and give additional feedback on during observation debrief conversations.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

In its eighth year, the advisor-advisee culture is well-established; but there is a need to further strengthen the protocols and expectations around the advisory program, particularly around advisory conferencing. We have created an internal data collection system called the “Conduct, Intervention, and Communication Log” (CIC Log) in which advisors enter narrative summaries about their interactions with or about their advisees. Advisors are expected to log attendance outreach to parents, behavioral or academic anecdotes, parent teacher conferences, and advisory conferences. We deeply believe that logging these interactions is imperative to properly informing us about students’ progress and highlighting areas of success or at-risk behavior. While the CIC Log system is in place and frequently used by advisors, there is a disparity in advisors’ tendencies to conduct (or at least log) advisory conferences. In 2014-15, advisors logged an average of 46 advisory conference CIC logs (or about 3 logs per advisee) for the year but the range of logs per advisee was quite large, with a high of 146 logs and a low of 0 logs, and the median was 33 logs. This year, in order to strengthen our learning environment, we need our advisors to focus on conducting and logging formal advisory conferences with their advisees to ensure that our students are provided with the appropriate guidance and support they need to succeed at our school.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

Measurable: 100% of teacher will log a total of four advisory conferences for each of their students throughout the 2015-2016 school year.

Achievable: Teachers will be provided direct professional development in how to conduct and log advisory conferences.

Relevant: Advisory logs allow advisors, teachers, social workers, and administrators easy access to critical conversations happening between advisors and advisees about their academic performance and the next steps they have developed to improve their academic performance.

Time-Bound: Administration, advisory leaders, and teacher-mentors will ensure that all advisors have logged one advisory conference for each of the advisees by November, January, March, and June.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Dedicate a professional development session to advisory conferences</p> <ul style="list-style-type: none"> <li>• review talking points, tools, framework for leading advisory conferences</li> <li>• outline goals for advisory conferencing</li> <li>• discuss methods for monitoring student progress after advisory conferences are conducted</li> </ul>	<p>Advisors</p>	<p>September 2015</p>	<p>Administration, Advisory Team Leaders</p>
<p>Conduct and log fall semester advisory conference with advisees</p>	<p>Advisees</p>	<p>November 2015 - January 2016</p>	<p>Advisors</p>
<p>Mid-Point Benchmark: Conduct review fall semester advisory conference logs</p> <ul style="list-style-type: none"> <li>• review quality and quantity of logs</li> <li>• share best practices of facilitating conferences</li> <li>• discuss next steps and highlight at-risk students</li> </ul>	<p>Advisors</p>	<p>By the end of January 2016</p>	<p>Administration, Advisory Team Leaders</p>

<p>Conduct and log spring semester advisory conference with advisees (March); then conduct and log second spring semester advisory conference with advisees.</p> <p>End-Point Benchmark: Conduct review spring semester advisory conference logs</p> <ul style="list-style-type: none"> <li>• review quality and quantity of logs</li> <li>• share best practices of facilitating conferences</li> <li>• discuss next steps and highlight at-risk students</li> </ul>	<p>Advisors and Advisees</p>	<p>February 2016 - June 2016</p>	<p>Advisors, Administration, Advisory Team Leaders</p>
---	--------------------------------------	--------------------------------------	--

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 

Human  
Resource











•







Inst  
ruct  
iona  
l  
Res  
ourc  
e





•



Sch  
edul  
e  
Adj  
ust  
men  
ts











Teacher  
 /Supervisor N/A  
 Per Session  
 Per Day N/A  
 m

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

In January 2016, administrators and advisory team leaders will review the CIC logs that advisors entered for their fall semester advisory conferences to review the quality and quantity of the logs. By reviewing the logs, we will be better informed about the advisors’ ability to successfully conduct advisory conferences, and we will also be able to get a sense of individual students’ next steps and highlight at-risk students.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Some of the key features highlighted as areas of strength on our last quality review (spring 2014) reveal the direct payoffs of TvF’s culture and track record around teacher collaboration including:

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

Additionally, when looking at patterns of credit accumulation, Regents passing and mastery rates (Progress Report and School Quality Guides from 2012-2015), TvF has been able to maintain and consistently increase metrics that are remarkably high when compared to similar schools and even at large across the city. The consistency across staff responsible for the same course/subject areas also is evidence of the fruits of a strong collaborative culture.

Last year, we focused on refining our system of intervisitation that supported teacher collaboration by developing tools to assist teacher teams in scheduling time to observe one another’s classroom, tools to capture data during the observation, and protocols and professional development time to effectively debrief the intervisitation and share feedback between peers. Additionally, a team of English, Social Studies, and Science teachers piloted an inquiry process of looking at student work related to argumentative writing, and developed and refined a protocol and rubric to look at student writing.

For the 2015-2016 school year, we want to continue to deepen this work by determining two or three key instructional focus areas to guide the intervisitation cycles that incorporates a process that looks both at teacher instructional moves as well as related student work and the relationship between the two.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific: All teachers will participate in three cycles of intervisitation throughout the 2015-2016 school year. Each cycle will include each teacher being observed by the peers and observing at least one of their peers, debriefing the observations with a protocol, and looking at the associated student work.

Measureable: 100% of teachers will engage in three rounds of peer intervisitations.

Achievable: All teachers will be provided professional development time in the fall to review the processes and protocols related to intervisitation and looking at student work and will begin a cycle of observations and debriefs once every other month.

Relevant: Teacher feedback was overwhelming positive from the intervisitation developments in the 2014-2015 school year and, based on teacher feedback, the refinements of including two or three instructional foci and looking at student work have been included in this years intervisitation cycle.

Time-Bound: Teachers will engage in the intervisitation process review by mid-October 2015 and will have conducted their rounds of intervisitations by the end of November, February, and April.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Launch 2015-2016 intervisitation and inquiry cycle with the entire faculty.</p> <ul style="list-style-type: none"> <li>• Identify heterogeneous group of teacher teams (by content area and years of experience)</li> <li>• Teacher teams identify and select an instructional focus and a student subgroup to guide their intervisitation and inquiry work.</li> <li>• Teacher teams schedule their first round of intervisitation and teacher team leaders facilitate the intervisitation debrief and looking at student work protocols to determine a baseline assessment of their subgroup of students.</li> <li>• Teacher teams will develop specific strategies and next steps to implement in their classroom to address the needs of their subgroup based on the information gleaned from the intervisitation and the review of student work.</li> </ul>	<p>All faculty, Teacher team identified student subgroups</p>	<p>Late September - early October</p>	<p>Lead Teachers, Administration, and Coordinating Committee</p>

Teacher Team leaders will debrief the first round of intervisitations and inquiry to make adjustments and modifications for the second round based on feedback from the faculty and their own observations.	Teacher Team leaders	October - November	Lead Teachers, Administration, and Coordinating Committee
<p>Teacher Teams will conduct two additional rounds of intervisitation and inquiry guided by their instructional focus and student subgroup.</p> <ul style="list-style-type: none"> <li>Teachers will document and track instructional adjustments made as a result of their intervisitation work and track academic achievement of their selected subgroup.</li> </ul> <p>Teacher Team Leaders will debrief after each round of intervisitation and inquiry to to make adjustments and modifications for the next round.</p>	All faculty, Teacher team identified student subgroups	November - May	Lead Teachers, Administration, and Coordinating Committee
All teacher teams will debrief the year’s intervisitation and inquiry process and discuss implications on their instructional practice, implications on student achievement in each of their identified student subgroups, and their suggestions and recommendations for improving the process next year	All faculty	May - June	Lead Teachers, Administration, and Coordinating Committee

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

•

Human Resource









•

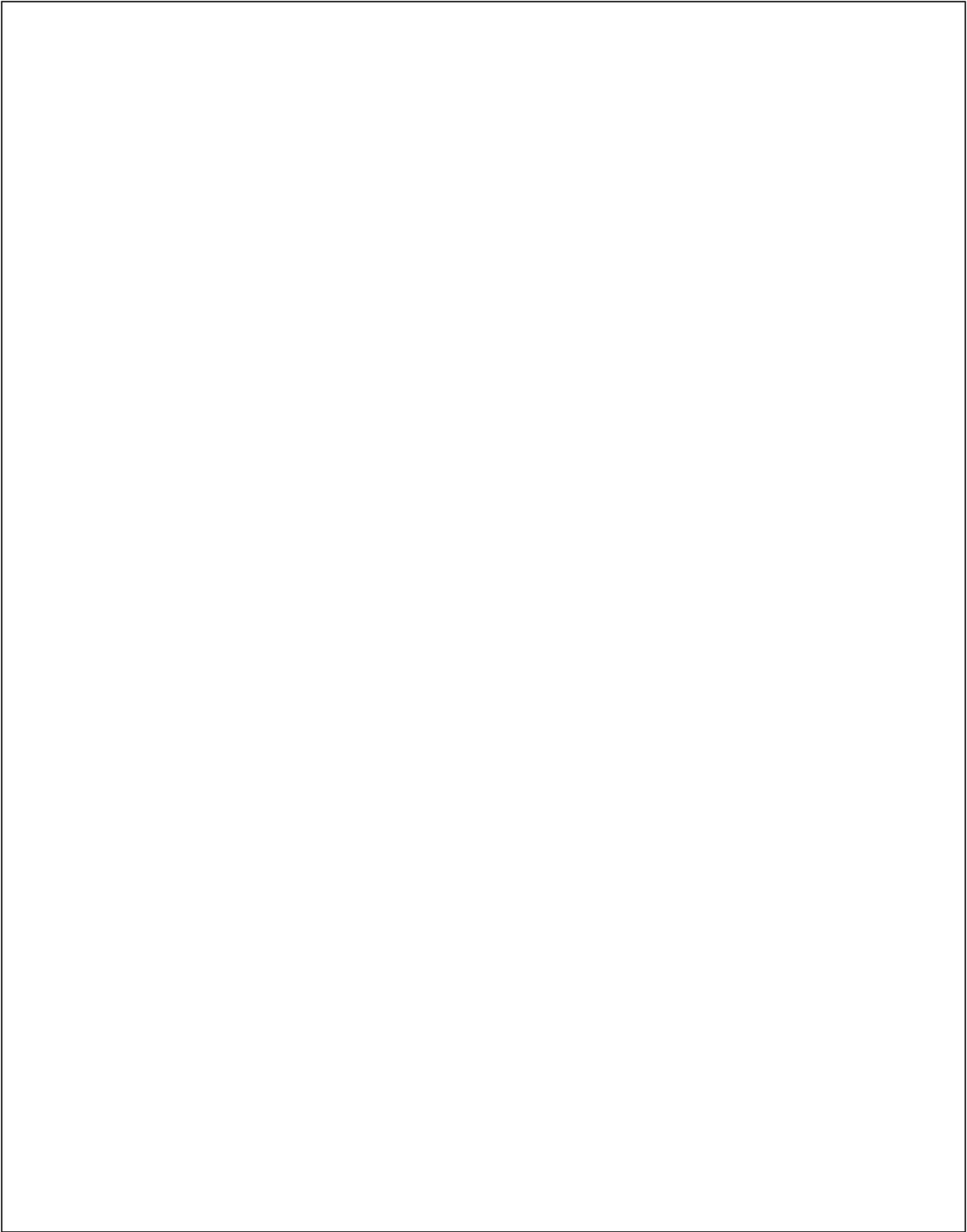


Inst  
ruct  
iona  
l  
Res  
ourc  
e





Sch  
edul  
e  
Adj  
ust  
men  
ts



•





Tea  
cher

•

/Su  
perv  
isor  
Per  
Sess  
ion



Per  
Die N/A  
m

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

Approximately once every 6 instructional weeks, teachers will conduct one intervisitation, give feedback to their peers, review student work in their inquiry group, and submit data from the observation tracking tool. At the beginning of February, at the mid point of the year, each teacher will have participated in two full cycles of intervisitation and inquiry. This means that every teacher will visit a colleague and will be visited by a colleague. After all teachers have conducted a visit, they will engage in a debrief conversation where they can reflect on, and refine, their instructional practices. These intervisitation rounds and debriefs will be captured and archived in the observation tracking tool. At the end of the year, there will be a full staff meeting in which teachers will have the opportunity to share-out best practices and instructional progress observed throughout their intervisitation cycles.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

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

The work described above is systemic in nature with the main goal of establishing an effective infrastructure to address the inherent challenges of being a non-selective urban school that strives to offer a comparable educational experience (CTE program included) to any of the city’s most selective programs. This approach has been essential to establishing TvF’s basic structures and working philosophy over our first 7 years, including what we have achieved in terms of student outcomes:

- Graduation rate - over 95% for first four cohorts and at least 98% projected for current senior cohort
- Regents performance - first attempt pass rates above 80% across all mandatory exams; first time Integrated Algebra showing consistent increments every year to a high of 89% last year with over 40% college readiness; yearly progressive increase in both participation and pass rate of the Geometry Regents, increase in participation of the Earth Science, Chemistry, and Algebra 2/Trig Regents; with over 80% of sophomores projected to sit for Earth Science and Geometry this year, along with over 60% of juniors doing so for Chemistry or Physics and Algebra 2.
- AP and College Now - increased participation with 25% of the current juniors projected to graduate having taken at least 2 AP and 2 College Now courses, and 40% with at least one of each.

- CTE - increase in CTE endorsements from 86% in first cohort to 93% in the 2nd; and an increase in graduates getting union and other professional level work from 1st to 2nd cohort, alongside their increased participation as school-based teaching assistant interns in current core production courses.

Additionally, in terms of leadership development, the current school's administration is made up of members of the founding teams elevated into their current positions over the years and four other staff members over the years have enrolled in school leadership programs and expanded their roles as teacher leaders in the school.

The **Coordinating Committee** has been established for 6 years. In this time, there has been an increase in number of teacher teams, along with more autonomy of practice and added responsibility for teams and facilitators. We have currently identified our priority need as looking closely at best practices and protocols within specific teams to document and systematize them, in order to increase efficiency, make the work less idiosyncratic and less dependent on individual facilitators or team membership.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific : The Coordinating Committee will develop and refine a collection of specific protocols, like curriculum development, instructional support, identification of at risk students, and student interventions, to support annually recurring initiatives that are fundamental to the school's functioning that will be added to the School Operating Procedures Manual (SOPM).

Measurable: By the end of the 2015-2016 school year, there will be a final version of the curriculum development, instructional support, identification of at risk students, and student interventions protocols in the protocols collection for teacher team leader to use included in the SOPM.

Achievable : The Coordinating Committee meets weekly and will spend time biweekly creating and/or refining these protocols. Each protocol can be created and refined within a two meeting period time frame.

Relevant : The effectiveness of the support for these yearly tasks that are fundamental to the school's functioning depend on the clarity of protocols rather than the individuals facilitating or the composition of the team.

Time-Bound: The Coordinating Committee will be able to have refined protocols by the end of October, December, March, and May.

## **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
CC meets weekly to prepare full staff PD sessions and review operational tasks team facilitators will be responsible for leading in the teams. In addition to facilitating teacher team meetings, CC (lead teacher) members are also responsible for collecting ongoing feedback from the rest of the faculty (both during meeting time and informally) about specific areas of need, interest, concerns or questions so that they can be addressed appropriately.	Coordinating Committee members	Ongoing year round	Coordinating Committee members
CC meetings dedicate the first portion of the agenda to debrief and document how the previous staff meeting(s) went, identifying what worked well, what didn't, outstanding questions and possible steps moving forward	Coordinating Committee members	Ongoing year round	Coordinating Committee members
All plans and "post-meeting" feedback is aggregated in a CC Meeting Minutes document that serves as a guide to all the major tasks, initiatives, inquiries and issues the school has addressed throughout the year.	Coordinating Committee members	Ongoing year round	Coordinating Committee members
Based on all the documented plans and feedback, twice a semester CC meetings will focus reviewing the work accomplished to date - identifying specific tasks and initiatives to develop individual and specific outlined protocols required to accomplish them successfully. This includes timeframes, required tools and data, responsible staff members, etc.	Coordinating Committee members	end of October, December, March, and May	Coordinating Committee members

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Hu man Res ourc e <ul style="list-style-type: none"> <li>•</li> </ul>



Inst  
ruct  
iona  
l  
Res

-

ourc  
e

Sch  
edul  
e  
Adj  
ust  
men  
ts

Tea  
cher  
/Su  
perv  
isor  
Per  
Sess  
ion

Per  
 Die N/A  
 m

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

- By February 2016, CC members will collectively write and revise a “School Operating Procedures Manual” focused on fall semester operational tasks and initiatives.

- By June 2016, CC will collectively revise the SOPM from the Fall; and add Spring semester-related components, and leave the summer piece to be added during the summer for final revision in September 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

At TvF we are thoroughly committed to engaging our parents as key stakeholders in our school community and involving them as much as possible in their child’s education. Before students begin their academic studies at our school, students and families are required to attend one of our open house events so that they fully understand our program and see how it will meet their needs and help them realize their aspirations. Families are also invited to attend a pivotal meet and greet session at the start of the 9th grade school year while their students attend our Summer Bridge Program so they can be informed about the upcoming school year, connect with their child’s advisor and our parent coordinator, and enroll in Edline (the school-to-home communication system which allows them 24/7 access to their students grades and important school announcements.) Over the course of the school year and the student’s academic career at TvF, parents are: encouraged to participate in monthly Parent-Teacher Association meetings, communicated with on a regular basis via the advisor of the student about their personal and academic development, participate in 4, pre-scheduled parent-teacher conferences with the advisor where student, parents, and the advisor review the student’s academic progress and collaboratively develop next steps. Families are also invited to two awards ceremonies, celebrating student academic achievement.

Additionally, during the 2014-2015, we hosted our first student film festival in partnership with the PTA, the CTE department, and the community CTE partners we work with. For the year ahead, we plan on continuing to strengthen our strong family ties by hosting a second annual student film festival with the Parent Teacher Association.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific: Increase parent involvement and volunteerism in the school community by hosting our second annual student film festival (and PTA sponsored independent project challenge).

Measurable: Increase parent involvement in the planning of the film festival to a committee of 20 parents and increase parent attendance to the film festival to 200 parents and family members.

Achievable: The PTA will recruit parent volunteers to join the film festival planning committee and the planning committee will advertise and build excitement of the annual film festival.

Relevant: As a CTE school with a focus on television and film production, the annual film festival is an excellent vehicle for students to share their production work with their families and for the broader TvF community to celebrate the extraordinary work of our students.

Time-Bound: The PTA will form the planning committee the end of October 2015 and the film festival will happen in the spring of 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Coordinate a meeting between PTA Executive Board, Administration and representative from the CTE production department, to define date, details and proposed contents of the movie night.</p>	<p>PTA executive board</p>	<p>Fall 2015</p>	<p>PTA Executive Board, Administration, Director of Production, and selected Production teachers</p>
<p>Create excitement about and awareness of the movie night with larger community (students, parents and faculty) through the forum of production classes, advisories, PTA meetings, school's website and communication to parents</p>	<p>Families and faculty</p>	<p>Winter 2016</p>	<p>PTA Executive Board, Administration, Director of Production, and selected Production teachers</p>
<p>Select works to be shown and prepared screening, host events and collected detailed information about the participation including the number of students represented on the projects featured and parent attendance.</p> <p>Share with larger parent community the plans for the film screening and invite participation in planning and implementation.</p>	<p>Families and faculty</p>	<p>January 2016</p>	<p>PTA Executive Board, Administration, Director of Production, and selected Production teachers</p>
<p>Invite to coordinate logistics with necessary organizations and businesses</p>	<p>PTA, faculty and staff, external local community members,</p>	<p>Winter 2016</p>	<p>PTA Executive Board and other interested parents, Administration, Director of Production, selected Production</p>

organizations and  
elected officials

teachers, and other interested  
staff members

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 

Hu  
man  
Res  
ourc  
e









Inst  
ruct  
iona  
l  
Res  
ourc  
e



•

Event  
Resources



Sch  
edul  
e  
Adj N/A  
ust  
men  
ts

•

Tea  
cher  
/Su  
perv  
isor  
Per  
Sess  
ion



Per  
Die N/A  
m

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

By February 2016, the joint PTA/CTE planning committee will be established and meeting. By April 2016, the PTA will host the 2nd Annual TvF Student Film Festival.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**(Required for All Schools)**

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

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

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

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

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

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
N/A

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	N/A	N/A	N/A

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)**

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. Academy for Careers in Television and Film, 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. Academy for Careers in Television and Film 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

### **School-Parent Compact (SPC)**

Academy for Careers in Television and Film , 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 on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

- 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**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Edgar Rodriguez</b>	Assistant Principal <b>Deb Lin, Robert McCubbin</b>
Coach <b>Chip Healy</b>	Coach <b>NA</b>
ENL (English as a New Language)/Bilingual Teacher <b>Nikki Matters</b>	School Counselor <b>Daniela Bejar</b>
Teacher/Subject Area <b>Joel Kirkhart (History)</b>	Parent <b>Lenore Skenazy</b>
Teacher/Subject Area <b>Jessica Rosner (ELA)</b>	Parent Coordinator <b>Nilsa Arboleda</b>
Related-Service Provider <b>Alicia Santiago</b>	Borough Field Support Center Staff Member <b>Daniel Walsh</b>
Superintendent <b>Juan Mendez</b>	Other (Name and Title) <b>NA</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	544	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

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

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	9	<b>Newcomers</b> (ELLs receiving service 0-3 years)	3	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	3			2		2	4		4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
---	---

Freestanding English as a New 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	0	0	0	0	0	0	0	0	0	4	2	0	1	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)											1			0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)										4	3		1	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										5	1	2		0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	1	0
Integrated Algebra/CC Algebra	3	0	3	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>NA</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	4	0	4	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	0	1	0
Geography	0	0	0	0
US History and Government	1	0	1	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <a href="#">NA</a>	0	0	0	0
Other <a href="#">NA</a>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We use a range of diagnostic tools to assess the literacy skills of our students in both English and their native language. At the core of these assessments are reading inventories (we use both the Analytical Reading Inventory as well as the Qualitative Reading Inventory). In addition, we use leveled native language texts along with Teachers' Colleges' procedures for creating running records. To assess students writing abilities, we ask students to create an on demand piece of writing from which we derive quantitative data on the frequency of errors and qualitative description of the key organizational, developmental and grammatical characteristics. The data shows that 100% of students need help increasing their vocabulary skills in order to bolster their overall literacy skills. This informs the instructional plan as teachers provide supports for those students struggling with literacy skills by using leveled texts and supporting vocabulary acquisition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Over the past three years, we have seen between 20%-30% of our ELLs demonstrate proficiency on the the NYSELAT. Additionally, each year at least another 80% of ELLs score in the Advance range. It is clear that our combination of integrated settings, individualized ELL support, our advisory program, and our CTE program are allowing our students to make quick and substantial gains in the English language development. Typically our ELLs perform well in the Listening and Speaking components of the NYSESLAT, often reaching proficiency while continuing to need support in the Reading and Writing components. Our Reading and Writing supports have moved students previously at the Intermediate level to the Advanced level within one school year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The Language Allocation Policy Team uses the three yearly AMAO targets, in addition to a variety of other internal data tracking tools, to assess both student growth and the effectiveness of our ESL program. We monitor the percentage of students making progressing in English per the NYSESLAT, the percentage of students scoring Proficient/Commanding on the NYSESLAT, and the progress of our ELLs in meeting course and regents requirements. The school leader and ESL Coordinator review RLAT, RNMR, and RESI ATS reports, as well as Regents results and other in-house assessment data to monitor student growth.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

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

C) Since we have a rather small ELL population, our ESL teacher is able to closely examine the results of NYS tests such as NYSESLAT and the Regents exams, in addition to our internal core subject tests, and evaluate the language usage and academic progress of our ELL students. The ESL teacher has found that our ELL students benefit from scaffolding and utilizing images. Additionally, since many of our ELL students are also SWD, organizational skill building is key to their development.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

NA

6. How do you make sure that a student's new language development is considered in instructional decisions?  
The ESL teacher meets with content teachers and notes any consistent errors in the ELL students' language usage and evaluates whether this is due to interference with their native language. Strategies are developed to address these interferences, such as rapid corrections/feedback so that the errors won't solidify. In addition, the ESL teacher meets with content teachers to identify the best ways to provide support on any given day, for example, pulling out students to work on vocabulary, pushing into a class to support with accessing a text, and/or support the writing process of creating a thesis with claims to support the idea.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

NA

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

We evaluate the success of our ELL program by looking at:

- a) the number of students who successfully pass Regents exams and NYSESLAT exam
- b) the number of students who are on track in the accumulation of credits
- c) the number of students meeting standards in our CTE programs
- d) the extent to which ELLs participate in the full range of activities offered to our student body.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. As new students are admitted into the school, the student and parents meet with the Parent Coordinator, who speaks Spanish, ( if the family speaks another language, an interpreter is brought in in-person or via phone) within the first week of school. Parents of students new to the NYC public school system complete the Home Language Survey (HLS) which the ESL and Parent Coordinator administers. The ESL Coordinator administers the NYSITELL to students whose home language survey results indicate they are eligible within 10 days of admission to TvF. Additionally, the Spanish LAB is administered to home language survey responses indicate Spanish is their home language. Once the NYSITELL is scanned and scored by the ESL Coordinator, parents/guardians of students identified will receive an

Entitlement or Non-Entitlement letter that will be mailed home by the school secretary. If NYSITELL results indicate student needs ESL support, parents/guardians receive an Entitlement letter. (If NYSITELL results indicate student does not need ESL support, parents/guardians receive a Non-Entitlement letter.) In addition to the Entitlement letter, newly enrolled ELLs, are invited to an orientation for parents and guardians to inform them of, with the assistance of a translator, the different ELL programs that are available. During these orientations, parents are given materials in their home language such as the Parents' Preferred Language Form, the ELL Parent Brochure, Parent Survey & Program Selection Form, and Entitlement Letter.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ESL Coordinator conducts the ELL identification process within the first ten days of enrollment and, if there are indications that there was disruption to a student's previous education, the SIFE identification process is initiated. This includes administration of the oral interview questionnaire and the literacy evaluation for newcomer SIFE, which would occur within 20 days of enrollment. After administering the oral interview questionnaire and the literacy evaluation, if SIFE status is determined, ESL teacher will enter data in the BNDC screen in ATS within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Home Language Survey is administered by the ESL Coordinator per the school's ELL identification process. The Language Policy Team, including the ESL Coordinator, Assistant Principal, and IEP Coordinator, convenes to determine a student with an IEP's eligibility to take the NYSITELL. An in-person or phone conference with a parent or guardian is held to review evidence of the student's language development and determine whether the student has second language needs or if the student's disability is the key factor in the student's English proficiency. The principal either accepts or rejects the Language Policy Team's determination within 20 days and, if rejected, the NYSITELL is administered to determine ELL status.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL Coordinator scans the NYSITELL, the score is determined, and she generates the entitlement and non-entitlement letters (in the parents preferred language) the same day. The school secretary mails letters home by the following school day.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The parents' right to appeal ELL status is included in the entitlement letter that is generated and mailed home. They are notified that they have the right to appeal for 45 days. Appeals are directed to the ESL coordinator who maintains files of all letters and appeal request.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Since our ELL population is so small, we only offer Freestanding ESL. Parents are made aware of this at the point of enrollment; however, we provide materials in the home language such as the ELL Parent Brochure and entitlement letters which provides descriptions of all three program choices. Within a few weeks of the enrollment, parents receive detailed program information about their student and the ESL services rendered within their program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Typically, parents complete the Parent Survey and Program Selection form during our New Student Open House, Summer Bridge program, or another informational meeting. If this is not possible, the ESL Coordinator establishes with the family that the documents are due within 5 days. The ESL Coordinator follows up with the family by phone and with the student in person each day after the meeting until the documents are returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ESL Coordinator has a running document for all ESL compliance in which she monitors return of forms. When needed, the ESL Coordinator works with the student's academic advisor to conduct outreach to ensure timely return of the documents.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our ESL teacher communicates the placement to the parent coordinator who then distributes the letters in the preferred language of the parent(s) and family.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is retained in students' cumulative files. These files are maintained by the school secretary and are kept locked in the school's main office. An additional copy of all ELL documentation for each student is maintained by the ESL teacher and kept locked in the ENL files in the SPED/ELL office suite.

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

The ESL coordinator, in conjunction with the assistant principal, creates a schedule that includes a proctor training session, administration of each modality of the NYSESLAT (Listening, Reading, Writing, Speaking), a makeup testing session, a training session for grading the Speaking and Writing sections, and an inventory and packaging of all test materials before return. Students eligible for NYSESLAT testing are identified on RLER report on ATS. The testing schedule is sent home to all parents/guardians of ELLs with the specific date for the separate Listening, Reading, Writing, and Speaking sections, along with an explanation of the importance of the test. The ESL coordinator familiarizes herself with the administrator's manual and relays all procedures and compliance matters to test proctors and to the administration. The Speaking test is administered by the ESL teacher (during the first several weeks of administration), who pulls students individually from classes to take the Speaking test. Another licensed teacher scores the Speaking test. One classroom is reserved for students to take each of the remaining 3 sections of the test during the final two weeks of administration - the Reading, Listening, and Writing tests. Attendance is taken for each test and any ELLs who did not take a section of the test are registered for the makeup session for any of the missing 4 sections within the final week of administration. Scoring of the Speaking and Writing tests is done by trained teachers who are not the English teachers or ESL teacher of the students being scored.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our ESL teacher communicates the placement to the parent coordinator who then distributes the letters in the parent(s) and families preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
All parents have indicated their preference for a freestanding ESL program in three years of program data. This is aligned with our school's program model.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
As defined by Section 154-2.2(m), shall mean a unit of study or its equivalent in which students receive core content area (English language arts, math, science or social studies) and English language development instruction. In an Integrated ENL setting, instruction can be provided by one dually certified ESOL teacher with common branch or content-area teacher certification, or provided by two individually certified teachers, who collaborate to plan and deliver instruction and assessment through a co-teaching model. Thus, co-teaching is not synonymous with push-in service in a general education classroom. Freestanding or standalone ENL program was checked above since integrated was not an option above. Our program provides an integrated program. This is because we only have nine students labeled ELL. Our program consists of instruction composed of two components: a language arts instructional component and a content area instructional component. Such instruction takes into account the first language and culture of such students. We take into account the ELA and ESL standards for language arts and the content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies. In order to support the students, our content area and soon-to-be certified ESL teacher works with emerging ELLs for the required 360 minutes per week, while our Expanding and Commanding level students receive 180 minutes and 90 minutes respectively of support. Support is push-in and/or pull out depending on the student and that students' schedule. Our school uses heterogeneous grouping in classes, but when possible, the ELL students are grouped together in a block when the ESL teacher pushes in for support.
  - b. TBE program. *If applicable.*  
NA
  - c. DL program. *If applicable.*  
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our school has one certified and experienced ESL teacher who provides services to our small ELL population (9 students) through a combination of push-in and pull-out support. This instructional support is tailored to the individual needs of each learner and is equivalent in total minutes to state mandates for each level of English proficiency. There are five levels of learners (Entering, Emerging, Transitioning, Expanding, and Commanding). Our school only has learners who are labeled Emerging (receive 360 mins./week), Expanding (180 mins./week), and Commanding (90 mins./week). The ESL teacher's administrative duties are eliminated so that she has time in her schedule to meet with these students. The Emerging students 360 mins. are divided into 90 mins. of stand-alone ENL, 180 mins./week of ELA instruction, and 90 mins./week of content area instruction. The Expanding students required minutes are divided into 180 mins./week of ELA/ENL or another content area, which varies between history, math, or science. The Commanding students receive at least 90 mins./week of ENL/ELA or another content area, which varies between history, math, or science.

In addition to direct instruction, we make extensive use of an electronic platform for student writing which allows for our ESL teacher to have real time access and provide timely support to ELLs in their writing across all content areas. In addition, the ESL teacher provides content specific support by reading tests and reinforcing content-specific vocabulary.

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

Over the past 6 years, our school has invested heavily in training content area teachers to be attentive to language development. This includes explicit instruction in subject area specific and general academic vocabulary, the scaffolded introduction of complex text and the use of native language knowledge to predict the meaning of words with common Latin roots. Texts are often differentiated and visuals are used to allow for comprehensibility. In order to support the development of more sophisticated structures, in student writing, we've relied upon Judith Hochman's work which, while designed for students with language related disabilities, provides meaningful entry points and powerful support for ELLs.

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

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

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

ELLs are evaluated in all four modalities through various assessments that emphasize each of the modalities, administered by both the ESL teacher and the content teachers. These include formative assessments such as the results based on modalities in the NYSESLAT, formal and informal modality assessments crafted by ESL teacher, and writing, reading, and speech assignments crafted by the content teachers. These assessments are administered weekly.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

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

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

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

For students with special needs who are also eligible for ESL services, our special education department and ESL teacher collaborate closely. Usually these students' challenges in meeting standards are a product of their disability rather than their

level of English competence. For this reason, the special educators working with students in this situation takes the lead in designing an individualized educational program with the ESL teacher providing support and academic interventions according to the IEP.

e. We follow up with the content teachers to determine whether the ESL services should continue to be provided. Test accommodations such as 1.5x time and translated exams are offered to former ELLs who are still in need of these services even after placing out within two years. Some former ELLs still receive pull out support in core academic classes that are vocabulary intensive. Students are allowed for one year of transitional services and two years of accommodations after they exit the program.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The principal reviews data related to student's academic progress (including credit accumulation, current progress report, Regents results, attendance, and teacher reports) to identify any substantial positive or negative changes since ELL re-identification. HE does this between 6 and 12 months from the date of notification of the re-identification. The ESL Coordinator presents the findings to the principal, student, and parent so the group can determine whether there have been any adverse effects and if so, if there is a need for reversal of the initial decision.

8. 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?

Academic content teachers use a variety of instructional strategies to ensure that our ELL-SWDs have access to the curriculum and accelerate their English Language development. For example, teachers will use strategic heterogeneous and homogeneous student groupings to support students and provide targeted support. Academic teachers will provided scaffolded texts to ELL-SWDs to provide access to the content while support their language development. Additionally, teachers will provide multiple modalities for students to demonstrate their understanding - from presenting learned material orally, through writing, or other forms of expression.

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

Our school uses an integrated ENL program, which is least restrictive because the students are in class with all English-speaking students. To support our students they can be pulled out or have support pushed in depending on their schedule and classes.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

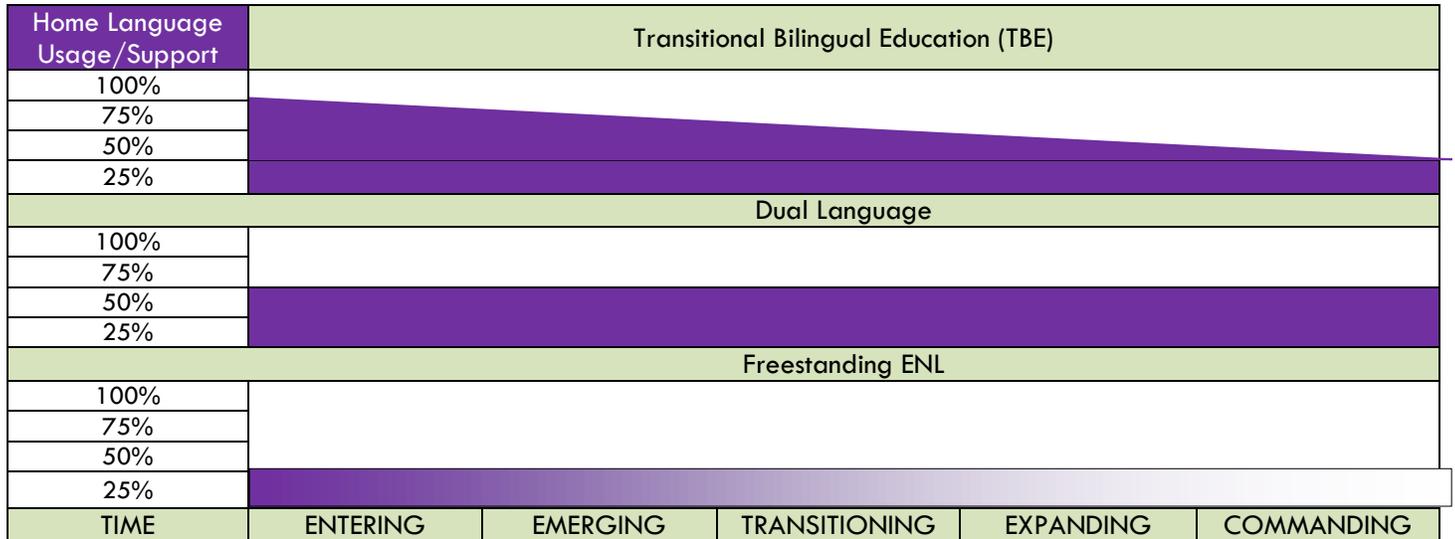


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
ELLs are offered targeted small group instruction in ELA, math, and other core content areas. In ELA, students are provided push in support, pull out for small group support, and after school tutoring. Math students are provided push in support, pull out for small group support, and after school tutoring. Specifically, one student who is an ELL and failed his math regents, gets one-on-one tutoring with the ESL teacher in a pull out scenario and works within a targeted small group setting as well. Social studies students are provided push in support, small group support, individual tutoring, and sometimes have tests read to them. ELLs who are in a Regents science class or former ELLs who failed a Science regents have small group tutoring where they get vocabulary support and discuss key concepts. Based on the data of former regents test scores and current mock-regents exams, students are signed up for mandatory tutoring sessions for targeted support. These sessions are before and after school as well as during lunch time. Sometimes they are on Saturdays as well. While the primary language of instruction for these services is English, in some cases arrangements are made to pair Spanish speakers with instructors who are fluent in Spanish so that they can provide key explanations in the students native language where appropriate and facilitate the acquisition of vocabulary by highlighting Spanish - English cognates.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
All teachers are made aware that they are teachers of ELLs through a variety of ways. Teachers work closely with their advisees and those teachers constantly communicate with teachers of ELLs. In addition, the certified ESL teacher communicates with all teachers about ELLs, their current levels, and their goals. The ESL teacher provides PD for the staff on ELL strategies and meets with teachers individually to more specifically target and support certain students. Students are assessed frequently in their ELA and content area classes and are required to earn mastery for each unit. The length of unit depends on the class. Assessments and data analysis is frequent and certainly happens during the middle of each semester and at the end of each semester. Qualitative and quantitative data is used at this time as students earn numerical grades and teachers write personal narratives for each student. ELLs are also assessed at the end of each year with the NYSESLAT. Our program proves to be effective because each year our ELLs raise in each of the modalities and they place out.
12. What new programs or improvements will be considered for the upcoming school year?  
Our ESL teacher is new, so she plans to improve her understanding of the ELL program (policies, regulations, and support strategies) and the best ways to support the students, especially since about half of our ELL population are new to our school this year. The new program or strategy will be to determine through scheduling the best way to support students. This is because it is difficult to balance each student's needs while teaching full time and only having specific moments in the day when support can be provided. In addition, another area of improvement will be to make sure that the staff knows who are the ELL students, where their information can be found, and what the levels actually mean. Teachers will also be made aware of how to use translation services. The reason this is an area of improvement is because some people on the staff seem to be aware, but not all.
13. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued for the coming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are offered the same core classes and electives as non-ELL students. All school programs are communicated to ELLs through daily advisory announcements, and frequent, school-wide emails. All ELLs participate in our school-wide advisory program where they are matched with a faculty member for all four years at our school.. ELLs communicate with their advisors on a daily basis. The advisor meets with them daily to review academic progress, set goals, and work on College and Career Readiness targets. All ELLs are offered tutoring and enrichment before and after school as well as Saturday school. Students are invited to stay and receive additional supports after school by academic advisors and teachers based on weekly progress reporting. School-based clubs meet after school and are open to all students. The school counselor shares opportunities with myriad extracurricular clubs, activities, events, and internship opportunities. ELLs are informed of all school programs through verbal announcements made by their advisor, weekly email communications sent directly to students and parents, and monthly communications that are mailed home.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Where deemed necessary by our ESL and content area teachers, our school provides students with content area reading and reference materials in all native languages spoken by our students. In addition, we rely heavily on technology. Every teacher has access to a project and computer cart every period which allows for the extensive use of audio-visual material to support student learning. This allows even beginner ELLs a variety of entry points to academic content. In addition, we make available the web based version of Rosetta Stone as a supplement for beginner ELLs so that they can practice listening and speaking outside of class time and independently.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is provided through content area teachers fluent in ELLs native languages as well as through a variety of native language reading materials.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Materials in English are leveled by proficiency and materials in native language are provided for those with low proficiency. At high school level, we craft materials that are relevant for adolescents by using the academic language needed for content courses, the language needed to thrive in NYC, and topics of interest for their age group.  
Students receive pull out or push in support in their academic classes that is different according to grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
ELL students are invited to participate in a Summer Bridge (pre-freshman) program where they interact with students and teacher. The school's leadership team of the Principal and Assistant Principals coordinate the Summer Bridge program, and teachers and the ESL coordinator facilitate activities with the students. Our school does not take mid-year transfers.
19. What language electives are offered to ELLs?  
Students at our school are only offered electives in their senior year. Language electives are offered through the production (our specialized program) and the Humanities departments, such as the Language of Film, and Literature and Film. During their freshman year, students are required to take a foreign language, which at our school is Spanish.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
TvF has scheduled, structured professional development time each week from 3:00 - 4:45 pm. During this weekly meeting time, all staff, including the Principal, Assistant Principals, teachers, paraprofessionals, social workers, secretaries, parent coordinators, and speech therapist engaged in structured professional development activities. Each faculty member at TvF creates an individualized PD plan each school year that identifies both instructional and non-instructional goals and intended outcomes for all students, including outcomes for ELLs, in their PD Plans. The school's instructional cabinet then develops a series of cycles of learning that focus on departmental goals, grade team goals, and specific instructional goals. Our ELL personnel has one of these PD plans and engages in specific, specialized PD in order to support her development in reaching those professional goals. Since it is the ESL teacher's first year as an ESL specialist, her goal is to deepen her understanding of the school's ELL program and to determine the best ways to support the ELL population while juggling scheduling constraints and different individual student needs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Our school has weekly PD sessions on Wednesday afternoons and sometimes all day PD during teacher work days. ELL workshops are run during Wednesday faculty meetings on language development and issues particular to ELLs. In addition, department and grade teams meet to determine how to teach the CCLS and how to reach individual students. Topics of PD sessions include but are not limited to: 1) the distinction between academic and non-academic vocabulary and the challenges associated with acquiring the former for ELLs and former ELLs, 2) techniques for teaching academic vocabulary, 3) common challenges facing Spanish and Mandarin speakers in the acquisition of English as a second language. These sessions are run by the ESL teacher and the principal (who has a Masters in TESOL and has taught ESL teachers in TESOL Masters programs). All faculty including the assistant principal and the social workers, participate in these sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
All students in our school belong to an advisory. Advisors are trained by the school's social worker, principal and assistant principal to understand the particular challenges which different students face and to adequately support them in successfully transitioning from middle school to high school. Additionally, one social worker works specifically with 9th grade students, teachers, and advisors to coordinate academic and socio-emotional supports needed in the first years of high school. The social worker also received additional development and support from the ESL coordinator.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our school meets the professional development requirements by providing 50% of specific PD sessions for ELL-specific professional development. The ELL coordinator receives professional development weekly for one hour and forty five minutes. Over the course of the year, over 50% of this professional development allows the ELL coordinator to engage in PD opportunities that support her practice as an ELL practitioner. These sessions focus on topics like effective classroom communication student engagement, and assessment practices. In addition, the ESL teacher meets during PD time with the Special Education department to ensure ELL strategies are implemented in the most effective ways and to provide PD to co-teachers who are providing instruction to core content classes. An accounting of the total hours of professional development including time dedicated for ELL training is kept both electronically within our database, and hard copies of attendance with signatures is kept.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our schools meets with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. The meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Our schools records the attendance and maintains the records of these meetings. Often, these meetings are scheduled on the same day as the quarterly conferences or during IEP meetings, because it is easier for the parent.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

All records of parent outreach and individual meetings are kept on our school record-keeping database. All ELL personnel and faculty have access to this system.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are highly involved in our school - something we believe is responsible for the consistently high levels of satisfaction they express on Learning Environment Surveys. Four times per year, parents are invited for conferences in which they are presented with narrative descriptions of their children's performance in every academic class, comprehensive grade reports form electronic grade books, and a wealth of data charting every aspect of a child's performance and participation at our school. Just under 90% of parents participate in these conferences on average. For families that do not speak English, conferences are held with a translator, who is the parent coordinator, or another teacher who speaks the language of the family. Our bilingual parent coordinator and other bilingual staff members facilitate outreach for scheduling these conferences and translation during these conferences to ensure that the parents of ELLs are able to enjoy full participation in this process. ELL parents participate at levels consistent with non-ELL parents in the activities described above. While these are the mandated conferences, this time is used to discuss ELL goals. IEP meetings are also occasions where these meetings take place since our Special Education team and ELL teacher work closely together. Additionally, all parents are invited to and participate in annual yearly events like our student film festival and competition.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have a partnership with Capital One bank to provide a range of financial literacy services to all our parents including those of ELLs. In addition, we have translation services available through the DOE and interpretation services through the Department's Translation and Interpretation Unit. These are available at the location needed or by telephone.

5. How do you evaluate the needs of the parents?

We evaluate the needs of parents through regular, robust and honest conversation that takes place in person, by phone, and by email. We keep meticulous records of communications with parents through our Communication, Intervention, and Conduct logs (CIC) which are maintained on our internal, online platform so that we can recognize emergent patterns of need or interest and respond accordingly. Additionally, our advisors are in frequent communication with our families and will flag the needs of our family to the administration and parent coordinator. If the parent or staff member is having trouble communicating, the bilingual staff members will offer translation services. Usually, our parent-coordinator takes on this role to help communicate with parents. In the event that the parent is not a Spanish speaker, other bilingual staff members are employed or the DOE translation services are used.

6. How do your parental involvement activities address the needs of the parents?

We evaluate the needs of parents through regular, robust and honest conversation that takes place in person, by phone, and by email. We keep meticulous records of communications with parents so that we can recognize emergent patterns of need or interest and respond accordingly. We use the Home Language Survey to determine initial needs and individual advisors often send forms via email to gather the needs of the parents. The parent coordinator ensures that all communication is sent home in the necessary languages to meet the needs of all parents. If the parent or staff member is having trouble communicating, the bilingual staff members will offer translation services. Usually, our parent-coordinator takes on this role to help communicate with parents. In the event that the parent is not a Spanish speaker, other bilingual staff members are employed or the DOE translation services are used. The parent coordinator also organizes the PTA meetings, which is one of the main activities that addresses the needs of parents and involves them. She is available for translation services at these meetings.

#### **D. Additional Information**

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

NA

## **Part VI: LAP Assurances**

**School Name: Academy for Careers in Televis****School DBN: 30Q301**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edgar Rodriguez	Principal		01/20/16
Robert McCubbin	Assistant Principal		01/20/16
Nilsa Arboleda	Parent Coordinator		01/20/16
Nikki Matters	ENL/Bilingual Teacher		01/20/16
Lenore Skenazy	Parent		01/20/16
Joel Kirkhart	Teacher/Subject Area		01/20/16
Jessica Rosner	Teacher/Subject Area		01/20/16
Chip Healy	Coach		01/20/16
NA	Coach		01/20/16
Daniela Bejar	School Counselor		01/20/16
Juan Mendez	Superintendent		01/20/16
Daniel Walsh	Borough Field Support Center Staff Member <u>Affinity</u>		01/20/16
NA	Other <u>NA</u>		01/20/16
NA	Other <u>NA</u>		01/20/16
NA	Other <u>NA</u>		01/20/16

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 30Q301**

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

**Superintendent: Juan Mendez**

**Before you begin, please check the following:**

**Principal has designated a Language Access Coordinator (LAC) in Galaxy**

**The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**

**The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our school maintains internal databases on google drive with student information, including language status, to easily access speaking parents and their preferred language for communication. Advisors and our Parent Coordinator update the databases and make them accessible by all staff members within the school. Administrators are able to sort parent interpretation needs by language and events (such as parent teacher conferences, open houses, PTA meetings) accordingly. If any student entering our information in ATS on the HLIS screen, the pupil personnel secretary invites the family in to complete the HLIS with the necessary information. Additionally, we can use the blue cards data, parent survey, and ATS Report of Preferred Languages.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

While most of our parents selected English as their preferred language, a significant number of them also selected other languages for communication. There are several other languages spoken by parents--and preferred by them for communication--(less than 2% each). These languages are: Arabic, Mandarin, Greek and Korean. Fortunately, our school has staff members who are bilingual in all of these languages. The aforementioned information is given during staff professional development, and professional development. Additionally, this information is included with materials given to parents about the school's Parent Bill of Rights, ELL Brochure, and the safety plan procedures. At times when staff members are not available for translations, staff members enlist the help of the translation and interpretation unit at the Department of Education.

## Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Since many of our parents prefer correspondence in Spanish, our written communications home are always translated by the parent coordinator and sent simultaneously with the English version. This includes, but is not limited to, documents for parent-teacher conferences, promotion in doubt, PTA meetings, condom opt-out, and military opt-out. For non-Spanish and non-English speaking parents, our staff members who are fluent in their preferred language call home to confirm that they understand the English version. We will translate the correspondence for the parents immediately.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school has the following face-to-face events: four formal parent teacher conferences per school year (November, February, May, June), two open house nights for prospective freshmen (October, November), one welcome event for accepted freshmen (September), graduation ceremonies (February, June), and a monthly PTA meeting. Informal interactions occur often, as part of our school culture. Informal interactions include, but are not limited to, attendance meetings, academic intervention meetings, and IEP meetings. Parents are also regularly contacted by administrators or their child's advisor to communicate about attendance, tutoring, extra-curricular opportunities, and academic progress.

## Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

As mentioned above, our school sends most written communications home in Spanish and English. The translation is done in-house by our parent coordinator. For face-to-face meetings, we offer translation services from bilingual staff. If school staff is not available, we have used the NYC DOE translation and interpretation unit. We have also dedicated a portion of our budget for outside translation services, should the need occur.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school meets identified needs with interpreters who are in-house. We are fortunate to have at least one staff member who speaks each of the second languages spoken by our parent population. However, we have money set aside in the budget for translation services in case the needs of our parent population change.

## Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During a staff meeting we will provide staff with information on how to contact the translation and interpretation services. Information will also be emailed to staff so that it is easily accessible. Copies of "I Speak..." will be provided to all staff. Copies of the T&I brochure will reside in the main office in case anyone has questions or wants additional information.

## Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

## Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Quality and availability of services are assessed formally through the Learning Environment survey each year, but we also gather and ongoing feedback from parents about their experiences accessing school staff and information about their child's learning process allows us to make immediate modifications and improvements when needed. During our Parent Teacher Conferences held four times a year, parents and families will be able to offer in person feedback to their child's advisor and the school regarding the quality and availability of services.