



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**11X418**

**School Name:**

**BRONX HIGH SCHOOL FOR THE VISUAL ARTS**

**Principal:**

**IRIS WITHERSPOON**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx High School for the Visual Arts School Number (DBN): 11X418  
Grades Served: 9-12  
School Address: 2040 Antin Place, Bronx, New York 10462  
Phone Number: 718-319-5160 Fax: 718-319-5165  
School Contact Person: Iris Witherspoon Email Address: [iwither@schools.nyc.gov](mailto:iwither@schools.nyc.gov)  
Principal: Iris Witherspoon  
UFT Chapter Leader: Robert Roache  
Parents' Association President: Ms. Carol Barnes and Ms. Ernet Thomas  
SLT Chairperson: Iris Witherspoon  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Marjorie King  
Student Representative(s): Alondra Diaz, Keonna Barnes

**District Information**

District: 11 Superintendent: Carron Staple  
Superintendent's Office Address: One Fordham Plaza, Bronx, New York 10458  
Superintendent's Email Address: [cstaple@schools.nyc.gov](mailto:cstaple@schools.nyc.gov)  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: One Fordham Plaza, Bronx, New York 10458  
Director's Email Address: [jruiz2@schools.nyc.gov](mailto:jruiz2@schools.nyc.gov)  
Phone Number: 718-828-7776 Fax: 718-741-7098

## 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 School Comprehensive Educational Plan (SCEP) 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)
Iris Witherspoon	*Principal or Designee	
Robert Roache	*UFT Chapter Leader or Designee	
Carol Barnes	*PA/PTA President or Designated Co-President	
Lois Margolin	DC 37 Representative (staff), if applicable	
Marjorie King	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Keonna Barnes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alondra Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ernet Thomas	Co-President of PTA	
Julissa Santos	Member/ SLT parent	
Nellie Torres	Member/ Parent	
Linda Stern	Member/Teacher	
Dannette Fogle	Member/Teacher	
	Member/	
	Member/	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** 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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Bronx High School for the Visual Arts (BHSVA) has a diverse population of students, who are generally interested in pursuing an arts-themed education. Our total enrollment for the 14-15 school year was 467 students, of which 48.18% were female and 51.82% were male; 51.24% were Hispanic, and 28.8% were Black and 6.42% were White. Of these 467 students, 30% had Individual Educational Plans (IEPs) and 1.93% were English language learners (ELLs). Our school vision was to develop independent thinkers who are well-rounded and informed participants in society so that they will cultivate a life-long passion for learning both within themselves and among others.

In the 2014-15 school year, the BHSVA school community collaborated with the following community-based organizations to take strides towards achieving our vision: Generation Ready, Sports and Arts Foundation, Good Shepherd, Bronx Museum of the Arts, Urban Arts, Peer Group Connection, and The Leadership Program. Through the work with these organizations, efforts were made to improve school culture and structures. The school revised its vision statement, created a set of norms for the professional learning community, created leadership and professional learning teams, and provided students with numerous opportunities for social and emotional development, resulting in an improved Quality Review Report, which indicated ratings of proficient in four criteria and well developed in indicator 3.4, "Establish a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations."

The incoming 9<sup>th</sup> grade cohort adds to our existing special population of struggling readers and writers; two-thirds are entering with a level 1 English Language Arts (ELA) 8<sup>th</sup> grade state assessment proficiency score, while the remaining third are comprised of mostly those scoring at a level 2 proficiency score with only a handful scoring at level 3 or above. Additionally, this incoming class has almost doubled our total number of English Language Learners. We recognize the challenges these students will face as they enter into Regents bearing courses and therefore are galvanizing our strategic instructional planning and professional development around common literacy strategies, necessary for accessing complex text, across content areas.

In terms of the elements of the Framework for Great Schools, an area of progress was in BHSVA's establishment of a Supportive Environment, wherein "The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers." We received a Well Developed rating in the category of School Culture, with the finding that "Staff and students effectively communicate expectations connected to a path to college and career readiness, and successfully partner with families. Teacher teams and staff establish a culture of learning that systematically communicates a unified set of high expectations, and provide guidance/advisements supports to all learners." (Quality Review Report, April 2015)

Another area of some progress occurred in the Framework for Great Schools element of Collaborative Teachers, wherein "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." Our school received a Quality Review rating of proficient on indicator 4.2, with the finding that "Teachers in the school are engaged in structured, inquiry-based teams, using an inquiry approach that promotes distributive leadership." The

supporting evidence for this finding referred to cross-disciplinary teams' analysis of student work, the use of a School Design Team for shared decision-making, and Research-Based Inquiry teams that investigated areas in need of school improvement and created action plans to address those needs. Generation Ready's Internal Coherence Profile revealed from a survey of teachers that 27 of 31 teachers felt that all members of the teams were actively involved in their collective learning.

Of the Six Elements of the Framework for Great Schools, Rigorous Instruction is the primary area of focus for the BHSVA community. Based on the Transcript Audit Reports, the percentage of students "on track" for credit accumulation falls between seven and twenty-five percent depending on the grade-level. Instruction needs to be better customized, inclusive, and engaging so that our diverse population of students may achieve academic success and thus earn meaningful credits. Additionally, the percentage of students "on track" for passing of required exams falls between thirty-three and forty-nine percent depending on the grade level. Ensuring rigorous, Common Core Aligned Instruction in all classes will begin to positively impact student success rates on required exams. Ongoing professional development will be necessary in supporting teachers with the design and execution of engaging, rigorous, and appropriately scaffolded Common Core Aligned instruction. In the summer of 2015, as a result of data analysis, a team of teachers, in collaboration with the new school leadership, developed an instructional focus centered around literacy and the tools that will be used to drive instruction during the 2015-16 school year, which was then introduced to the whole school community. In addition, the entire teaching staff adopted specific instructional strategies that will use throughout the course of the year to ensure the effective implementation of the instructional focus and special professional learning sessions have been and will continue to be offered to support the implementation of these strategies that will strengthen students' literacy skills.

**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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>3.2 STRENGTHS in this statement of practice include the participation by ELA and Social Studies teachers over the last year in curriculum planning sessions conducted by Generation Ready consultants, wherein the teachers coordinated their curriculum maps between the subject areas thematically and agreed on the use of common literacy strategies. The ELA Department has incorporated the Collections resource and Hochman Writing Method strategically into its curricula. The Social Studies department participated in summer workshops to adjust its curricula to the new CCLS-aligned city and state scopes and sequences. All teachers have submitted syllabi and unit plans for review by administrators and Generation Ready consultants, and will receive normed and actionable feedback based on the the Tri-State Quality Review Rubric. NEEDS include time for the Generation Ready consultants to coach teachers in the revision and implementation of curricular improvements and for curricular designs to be assessed in critical friends conferences in content team meetings.</p>		
<p>3.3 STRENGTHS in this statement of practice include staff participation in Generation Ready-provided workshops on unit and lesson designs that include CCLS-based learning targets. Content teams have subsequently analyzed meaningful work products based on these learning targets, using collaborative assessment conference and critical friends protocols, in their first inquiry cycle of the year. The Staff Handbook includes exemplary lesson and unit plan templates that will be</p>		

used dynamically throughout the year as teachers develop and revise plans with the support of instructional coaches from Generation Ready. Coaches and administrators are participating in norming sessions to guarantee appropriate feedback based on the Tri-State Quality Review Rubric. The whole staff has participated in the scoring of ELA Measures of Student Learning tasks and will be analyzing student achievement needs in grade-team meetings in an upcoming inquiry cycle. The students' achievement needs will be addressed consistently and coherently through the instructional strategies (Annotation, See-Think-Wonder, and Writing-To-Learn) associated with the school's Instructional Focus . Regents-results data will be analyzed using Data Driven Instruction (DDI) protocols in the second Inquiry Cycle undertaken by the Content Teams. A particular strength organizing all of these efforts is the school's Instructional Focus, which was developed based on research and data-analysis by the BHSVA Summer Leadership Team, and is now being used dynamically in classrooms throughout the school.

NEEDS to strengthen this statement of practice, according to the DTSDE from January 2015, to include (1) the development of staff capacity to apply in practice what they are learning from workshops, coaching and team meetings; (2) the increase of proficiency on the part of teachers differentiate instruction and provide interventions for diverse student groups -- including high achievers, English language learners (ELL), and students with disabilities, categories included in the school's preferred lesson plan; (3) participation by school leaders in the examination of unit plans, lesson plans and assessment routines; (4) consistent implementation of the plans as written; (5) the inclusion of deeper DOK levels in the lesson plans; (5) better use of resources and training by teachers to address the needs of individual and sub-groups of students and to enable the provision of multiple access points for the diverse student population.

The protocols being used did not require teachers to build on student learning aligned with CCLS models. Observations of teacher grading sessions lacked rigor, accuracy, and match to the rubric. Similarly, reviewers noted that the rubric-based assessments were not aligned to the instructional task, nor did they reflect high expectations. The scores did not indicate rigor or effective feedback: rather they indicated a checklist for low-level skill development and student ownership of learning was compromised by a lack of actionable feedback

## **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**A 5% increase in the percentage of passing students will be made in Global History and Math Common Core Exams as evidenced by the NYS June 2016 results.**

## **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? (include school, educational consultants and/or CBO staff)</b></p>
<p>In weekly meetings, content teams will use NYCDOE Professional Learning Handbook protocols to collaboratively assess meaningful student work products based on the learning targets and derived from the school-wide instructional strategies, and in subsequent inquiry cycles analyze data from regents exams and other sources using DDI protocols.</p> <p>Teachers will engage in regents prep activities, which will be held 6 weeks before the regents and common core exams.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principal, Generation Ready consultants</p>
<p>An additional Global History Teacher will be hired to ensure that all 10th graders have the opportunity to gain their Global year 1 credits.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers Admin</p>
<p>All students will be given the opportunity to receive academic enrichment courses via an extended-learning program; such courses will support all core courses. Students will be offered on-line courses, and ELT after school and on Saturdays, focusing on supporting students with Global and Math support.</p> <p>Implement a Go Green Academy, targeting 10th Graders who need more support in history and math.</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principal Superintendent’s Office Teachers Counselors FBSC Generation Ready</p>

<p>Implement Castle Learning as on-line learning tool in 10th Grade classes, focusing on regents prep and mastery of content.</p> <p>Provide targeted PD for Math teachers and for History teachers on differentiating instruction, UDL, and literacy integration.</p> <p>Provide math teachers with textbooks, document cameras, calculators that will support student needs by providing students with more instructional resources and supports.</p>			
<p>The BHSVA Principal will deploy the Using Data system by Nancy Love to construct systematic, uniform structures for the purpose of effectively and consistently monitoring student progress.</p> <p>Social Workers, Guidance Counselors, and SAPIS worker will provide intensive support to students who are academically in danger or failing. Counselors will assist with parent meetings, academic outreach and intervention services to ensure students are attending day school, ELT and Saturday academy.</p> <p>Provide Global Regents Prep courses (5 days per week) for the bottom 1/2 of the 10th Grade class.</p> <p>Provide Global Regents Prep courses (5 days per week) for 11th and 12th graders who have yet to pass the exam.</p>	<p>Teachers, guidance counselors, paraprofessionals</p> <p>Counseling in Schools</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principals teachers Counselors</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.

Administration

Teachers

Generation Ready  
Common planning time for teachers

Cohort meetings

Saturday Academy/ELT

Extended learning time

Counseling in School

Guidance Counselors

**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		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.

50% of students enrolled in Regents bearing courses will pass the mock regents exams by the end of April 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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strengths:</p> <p>(according to the DTSDE, January 2015)</p> <ul style="list-style-type: none"> <li>-The former principal used SIG and 21<sup>st</sup> century funds to allow community-based organizations, such as Good Shepherd Services and the Leadership Program, work with staff and administration to develop strategies, based on data, to support student social and emotional health.</li> <li>-The former principal, in collaboration with all staff members, created a “follow a student” day, whereby a staff member followed a particular student’s schedule and shared their experiences with the staff.</li> <li>- Students frequently commented on the availability of an adult at any time with whom they could connect in the event of a problem.</li> <li>-School support staff and CBO counselors provide students with feedback through conferencing, and attainable next steps.</li> <li>-Pupil personnel teams and the school-based support team (SBST) examine student data and make recommendations for “at risk” students based on attendance and credit accumulation data</li> </ul>		

**Needs:**

- The school leaders have not yet created systems and structures to provide consistent enforcement of behavioral expectations that lead to healthy relationships and a safe, respectful environment that supports the academic success of all students (according to the DTSDE)

No formalized PD plan was in place that clearly matched the needs of the students to any deficits in the skills of teachers to enable them to address barriers to social and emotional developmental health and academic success fully. Consequently, the needs of all students are not being fully addressed (according to the DTSDE)

- Discussions with students and parents indicate that they were not always clear as to their role in helping to create a safe and cohesive learning environment (according to the DTSDE).

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will implement a universal Positive Behavior Intervention System whereby teachers will create a tiered behavioral approach to address the social and emotional needs of all students which will be used to track and monitor academic achievement resulting in a 1.5% improvement in attendance.

**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>• 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>• Engaging families and expanding their understanding of a supportive environment in order to support their children at home.</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? (include school, educational consultants and/or CBO staff)</b></p>
<p>Counseling in Schools will work with student support staff and administration to provide targeted interventions to students who are chronically absent, as well as students who are showing the early signs of chronic absenteeism.</p> <p>Counseling in Schools and the attendance team will meet weekly to discuss interventions and strategies to address</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Administration Student support staff Counseling in Schools</p>

student needs. Action plans will be developed as a result of these meetings.			
Ramapo will provide ongoing professional development and embedded coaching to teachers and school staff to help teachers create learning environments that allow students to take academic risks. Ramapo will also engage faculty in cycles of observations and provide teachers with specific feedback.  PBIS team will attend PBIS training and engage in monthly PBIS meetings to create PBIS interventions. They will also work with Ramapo consultants.	Students and all staff  Teachers, Counselors, Dean	September 2015-June 2016  November 2015- June 2016	Administration, Teachers, Support Staff, Ramapo consultants  Ramapo, FBSC
Teachers and support staff will engage in Weekly Kid Talk meetings to address student concerns and to implement intervention plans. The team will invite parents, students, dean, and counselors, to these weekly meetings to address concerns and provide students with resources and supports for improvement.	Students  Parents	September 2015 – June 2016	Teachers  Guidance counselors  Dean  Counseling in Schools
Parent coordinator will work with student support staff, administration, and all CBOs to create parent workshops on financial aid, the college process, ways to support students with homework, as well as curriculum and reading nights. The same stakeholders will also collaborate to create engaging opportunities for parents such as parent support groups, healthy cooking classes, and team-building workshops.  Attendance Teacher and Guidance Counselor will provide more intensive home visits, targeting at risk students who become 407's or who are at risk of showing up on the 407 list.	Parents  Students	September 2015 – June 2016	Administration  Parent coordinator  CBOs  Guidance counselors  Global Kids  Leadership Program  Attendance Teacher

**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.

Counselors  
 Parent coordinator

CBOs- Global Kids, Leadership Program, Counseling in Schools

Administration

Parent engagement time

Monthly meeting opportunities for teachers and counselors

Per session will be provided for teachers and staff for ELT, parent engagement, and academic intervention

Per diem will be offered to cover teachers classrooms so they can participate in student intervention meetings

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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 attendance rate will have increased by .07% from June 2015.

**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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strengths:</p> <p>Teachers meet daily to discuss student progress.</p> <p>Teachers have focused on argumentative writing across the content areas.</p> <p>Teacher met to discuss NYC performance assessment data.</p> <p>- (According to the DTSDE...) the best practices and high student engagement observed in some classes during extended learning time, was not representative of majority of the instructional practices observed by team. As a result, a learning environment that is responsive to varied student experiences and tailored to the strengths and needs of all students is still in a developmental stage, hindering accelerated student achievement</p> <p>Needs:</p> <p>(according to the DTSDE...)</p> <p>- the use of data collection and timely data analysis to inform teacher practice was inconsistent</p>		

- observations of teachers by school leaders have been informal rather than formal, opportunities were missed to provide purposeful, actionable, and regular feedback to staff on how to use data better match learning to the individual needs of students

- the school does not regularly target, implement, and monitor strategies that address the gaps in learning of their diverse academic population or consistently promote high NYC CSD 11 - Bronx High School for the Visual Arts January 2014 13 levels of student engagement and inquiry, which hinders student achievement.

- Students were not asked to work in pairs or respond to each other's answers. The team noted that a teacher often asked and answered his/her own questions and there was limited evidence of the use of instructional materials that challenged student thinking with high levels of text and content complexity

- Test and assessment data did not drive instruction or to ensure that work was closely matched to the differing abilities of students. Curriculum and lesson planning documents indicated that students were grouped and instruction adjusted accordingly. However, lesson observations revealed that although students were seated in groups, many students worked independently and often received whole class, undifferentiated instruction

The structure of the teacher teams must improve so that all teams use data fluidly to address student needs and revise instruction accordingly. While teachers have focused on some power standards related to argumentative writing, all curricula is not fully aligned with CCLS. Teachers struggle with multiple entry points and providing instructional scaffolds as evidenced by decrease in students' credit accumulation and Regents passing rates.

## **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Through a commitment to the true intentions of the Advance cycle of observation there will be a 10% increase in the number of “Effective” or “Highly Effective” teachers in Domain 3 as evidenced by the MOTP data when comparing Fall 2015-16 Cycle 1 ratings to June 2016 Cycle 4 ratings.**

## **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? (include school, educational consultants and/or CBO staff)</b></p>
<p>The principal will implement the Using Data Framework by Nancy Love to drive systemic, uniform inquiry work across all subjects and grades.</p> <p>Teachers will engage in weekly inquiry team cohort meetings to analyze and address student data trends.</p> <p>Teacher and counselors will engage in weekly kid talk meetings to address student concerns and to develop action plans to address those needs.</p> <p>Teachers will engage in content team meetings during other professional work time to address the needs of special needs students</p>	<p>Teachers</p> <p>Teachers</p> <p>Students</p> <p>Parents</p> <p>Teachers</p>	<p>September 2015 – June 2016</p> <p>September 2015- June 2016</p>	<p>Principal</p> <p>Assistant principals</p> <p>Teacher leaders</p> <p>Generation Ready Consultants</p> <p>Principal</p> <p>AP's</p> <p>Teacher Leaders</p> <p>Parent Coordinator</p> <p>Counselors</p> <p>Teachers</p>
<p>The Office of Inclusive Education/ FBSC will offer targeted professional development around multiple entry points, scaffolds and supports for ELLs and students with IEPs, and low-achieving students</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Bronx Borough Field Support Center</p> <p>Office of Inclusive Education</p> <p>teachers</p>

Generation Ready consultants will provide job-embedded support to teachers during the inquiry process and within their individual classrooms	Teachers	September 2015 – June 2016	Administration Generation Ready Consultants
Teachers will implement instructional foci strategies and engage in LASW protocols to identify trends and make adjustments to lessons and unit plans.	Students	September 2015 – June 2016	Administration Student support staff  AIS team
Teachers will be trained in unit planning, utilizing a train the trainer model to build capacity and create a culture of learning.	Teachers		Teachers Generation Ready

**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.											
Administration											
Student support staff											
Bronx Borough Field Support Center											
Generation Ready											
AIS team											
Per session and per diem will be offered to teachers and support staff to ensure they are available to address student and parent needs, during the day, as well as after school and on Saturdays.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<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.
<b>By February 2016 there will be a 5% increase in the number of “Effective” or “Highly Effective” teachers in Domain 3 as evidenced by the MOTP data when comparing Fall 2015-16 Cycle 1 ratings to Cycle 2 ratings in February 2016.</b>
<b>Part 5b.</b> 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strengths:</p> <ul style="list-style-type: none"> <li>- The school has made strategic partnerships with CBOs and consultant groups to provide overall support to students, families, and teachers.</li> <li>- The school leader collaborated with staff to expand student-learning opportunities and she was working with a variety of partner organizations to ensure the school responded to the academic and social needs of students.</li> </ul> <p>Needs:</p> <ul style="list-style-type: none"> <li>- While goals include high-leverage areas, they need to be more specific and measurable in order to be accomplished.</li> <li>- Goals are established, but the systems that are used to monitor progress must be strengthened.</li> <li>- There are myriad programs and partnerships, but school leadership must have effective structures in place to monitor their work and ensure that services are not overlapping when unnecessary.</li> </ul>		

- According to the DTSDE, January 2015, “Teachers, however, indicated they had not received feedback from the first round of informal observations. Therefore, although the school leader provided some opportunities for student and parent engagement, a sense of urgency for revising, monitoring, and evaluating goals, to support the school mission and to raise student achievement was not evident.”

- According to the DTSDE, January 2015, “The school leader provided evidence that some informal evaluations had been conducted, however, although this review took place mid-year, teachers indicated they had not received any written or verbal feedback from the first round of informal observations. When the review team asked the school leader about this finding, she indicated that contractually, she had 90 days from the observation date to provide a written evaluation.”

### 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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, the data will show a 20% increase over the 2014-2015 (active student) credit accumulation rate in every grade level [5<sup>th</sup> year students from 7% to 27%; 12<sup>th</sup> grade from 10% to 30%; 11<sup>th</sup> grade from 6% to 26%; and 10<sup>th</sup> grade from 25% to 45%] as evidenced by the June 2016 transcript data.**

### 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 parent leadership and engagement as a key lever for school improvement.</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? (include school, educational consultants and/or CBO staff)</b></p>
<p>Accreditation committee will be established to delineate targeted credit recovery programs and options for student credit accumulation.</p> <p>Administrators will meet with teachers after each marking period to review scholarship data and provide feedback and support to increase credit accumulation.</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Administration Teachers</p>

Saturday Fall academy will provide students with opportunities to earn credits via on-line learning opportunities and blended instruction. Saturday spring courses will focus on mastery of skill and retention of knowledge utilizing castle learning, regents prep support.	Teachers	September 2015 – June 2016	Administration Teachers
Administration will work with the professional development team to create meaningful professional learning opportunities for teachers based on observation data and student data to ensure student engagement, which will lead to improved student outcomes.	Teachers	September 2015 – June 2016	Administration Professional development team Generation Ready
Counselors and Admin staff will meet after each marking period to discuss trends in credit accumulation and to create action plans for improvement, which will be followed up by the guidance counselors. Parent outreach and emergency meetings will be instituted to address the urgency of credit accumulation and graduation goals.	Students and parents	September 2015 – June 2016	Admin Counselors Parent Coordinator

**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.											
Administration											
TDEC											
CBOs											
Generation Ready											
Per session and per diem will be used to ensure that support staff and teachers are able to meet with students and families to provide the appropriate intervention.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<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.

**By February 2016, the data will show a 10% increase over the 2014-2015 (active student) credit accumulation rate in every grade level as evidenced by the February 2016 transcript data .**

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strengths:</p> <ul style="list-style-type: none"> <li>- According to the DTSDE January 2015, “Discussions with parents indicated they were aware how academic data was “red flagged” for quarterly report grades, as well as transcripts for credit accumulation concerns. Parents also noted that, students were provided with “credit recovery” opportunities in the extended learning time after school program and the iLearnNYC program on Saturdays and indicated that they welcomed this initiative.”</li> <li>- According to the DTSDE, “...school survey data indicate that 93 percent of parents believe the school was “responsive to parent feedback.” The school engaged with parents through workshops, newsletters, and provided student academic data on ARIS and Skedula, as well as reviewed individual student transcripts.”</li> <li>- According to the DTSDE, “Parent interviews confirmed that they could access and view grades, contact teachers and leaders, and seek support for their children’s academic or socio-emotional success</li> </ul> <p>Needs:</p> <ul style="list-style-type: none"> <li>- According to the DTSDE, “survey results indicated that just over a third of parents attended a parent workshop one or two times. Documentation reviewed also indicated that these meetings were not always used as opportunities to make clear school expectations regarding academic achievement.</li> </ul>		

- According to the DTSDE, "...since the grants and CTE initiatives SBST in their early stages of implementation, reciprocal communication around these initiatives, with family and community stakeholders, to support college and career readiness SBST not yet developed fully."

According to the DTSDE, "the school had not yet formalized a plan to evaluate the effectiveness of its communication protocols with parents or to make adjustments when needed to strengthen the home-school partnership."

- While the school has Pupil Path, teachers' gradebooks are not frequently updated in order for parents and guardians to see students' progress -

## 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, at least 50% of families will have engaged in a minimum of 3 parent engagement opportunities, such as parent-teacher night, curriculum and reading nights, workshops and orientations, phone conferences, kid talk meetings, as evidenced by their parent participation logs.**

## Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Principal and assistant principals will ensure that all teachers are regularly updating Skedula by monitoring Skedula on a biweekly basis and individual meetings when necessary.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principals</p>
<p>Cohort teams will host regular meetings for parents to speak to their children's teachers in person, during the school day.</p>	<p>Students Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principals Teachers</p>

<p>The parent coordinator and administrative cabinet will be responsible for producing a monthly calendar, in both English and Spanish, which updates families about school opportunities for all students and their families -</p>	<p>Parents Students</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator and Administrative Cabinet -</p>
<p>Incentives, such as metrocards, and resources, such as childcare, will be offered to parents in an effort to support parent engagement.</p> <p>Parent Coordinator, Guidance, Administration will review periodic data analysis regarding parent engagement and create action plans to continue to ensure parents are able to participate in the educational planning for their children.</p>	<p>Students and families  Students and families</p>	<p>September 2015 – June 2016</p>	<p>Administrative cabinet and department leads -</p> <p>Parent coordinator</p> <p>Guidance</p> <p>Administration</p> <p>Leadership Program</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>
<p>Administration</p> <p>School leadership team</p> <p>Teachers</p> <p>Pupil Path</p> <p>Parent engagement time</p> <p>Metrocards will be provided to parents</p> <p>per session and per diem will be offered to appropriate staff to ensure they are available to provide students and parents support.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**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><u>By February 2016, at least 50% of families will have engaged in at least 1 parental engagement meeting/conference, as specified in the original goal as evidenced by parent participation logs.</u></p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Students will be programmed for ELT based on scholarship data and need:

- Students who need credit-bearing courses in the core subjects will be offered these additional courses as a 6<sup>th</sup> period class and on Saturday’s and holiday breaks, under the supervision of a licensed teacher. All courses must be approved, along with their curricula, by the Accreditation Committee.
- Academic enrichment clubs, such as book clubs, newspaper, poetry club, STEM opportunities, and debate will be offered after school.
- After-school and Saturday tutoring will be offered to students in small, targeted settings, so that they can receive the individualized support they need; these groups will be an outgrowth of the regular inquiry work.
- Teachers will have more aggressive intervention plans for at-risk students in each of the cohorts; this plan includes: home visits, regular emails and letters home, phone calls to report progress, and extension activities that parents must sign off on before students hand them in to teachers.

100% of the students will have access to a variety of ELT choices during the school year. 100% of the teaching staff will be provided with the opportunity and the resources to provide extended learning to their students. In addition, all students who participate in any after-school clubs must attend ELT before their club activity.

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Parent communication through newsletters, emails, phone calls and face to face meetings; leverage the CBO’s to create meaningful partnerships with parents and students; support staff and admin cabinet will engage in town hall, small group and individual meetings to create urgency and communicate incentives.				

### **Part 3 – ELT Program Description**

**Target Population:** The ELT program will be offered to **all students in the school**, with the goal of serving a minimum of fifty percent of students.

Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

Students will be programmed for ELT based on scholarship data and need:

- Students who need credit-bearing courses in the core subjects will be offered these additional courses as a 6<sup>th</sup> period class and on Saturday's and holiday breaks, under the supervision of a licensed teacher. All courses must be approved, along with their curricula, by the Accreditation Committee.
- Academic enrichment clubs, such as book clubs, newspaper, poetry club, STEM opportunities, and debate will be offered after school.
- After-school and Saturday tutoring will be offered to students in small, targeted settings, so that they can receive the individualized support they need; these groups will be an outgrowth of the regular inquiry work.
- Teachers will have more aggressive intervention plans for at-risk students in each of the cohorts; this plan includes: home visits, regular emails and letters home, phone calls to report progress, and extension activities that parents must sign off on before students hand them in to teachers.

#### **Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The principal and the administrative cabinet will oversee the implementation of the program. CBOs will be responsible for reporting to administration and attending monthly meetings to monitor progress. In order for this program to be successful, all stakeholders must be involved; hence, parents will be invited to visit the ELT program, volunteer their time to tutor and work with students under the supervision of the teacher, and coordinate celebratory events for students who regularly attend. The program will be evaluated to determine effectiveness as it relates to student achievement via data tracking.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

September 2015:

Orientation with families and staff to communicate high expectations and discuss ELT programming.

Begin ELT

October 2015:

Use inquiry work to assess ELT success and growth areas.

November 2015:

Parental outreach via meeting with staff and CBO members to discuss ELT results thus far.

Conduct second cycle of inquiry.

December 2015:

Conduct third cycle of inquiry.

Update parents on ELT success via mail.

January 2016:

Meet with accreditation team and cabinet to discuss possible ELT revisions based on three cycles of inquiry.

Discuss final January Regents results and credit accumulation.

Share successes and growth areas with families.

February 2016:

Begin second semester by holding another orientation.

Conduct first cycle of inquiry for second semester.

March 2016:

Parental outreach via meeting with staff and CBO members to discuss ELT results thus far.

Conduct second cycle of inquiry.

April 2016:

Parental outreach via mail to update families and staff on ELT results thus far.

Conduct third cycle of inquiry.

May:

Host a meeting for families to discuss ELT progress thus far as well as ways in which they can support their children for final exams and Regents exams.

Conduct final cycle of inquiry.

June:

Accreditation committee and cabinet meet with SLT to discuss the final results of ELT to begin crafting school-wide goals for the 2016-17 school year.

## **Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Administrators to monitor program

Teachers to teach the credit-bearing courses

Sports and Arts in Schools Foundation to provide extracurricular activities and academic enrichment clubs

Parent coordinator to work with families to increase support

Accreditation committee to approve all credit-bearing courses

Using Data teams to provide updates on the inquiry process so that ELT is directly tied to the data trends and student needs.

Per session and per diem will be provided to teachers and support staff to ensure they can provide students and parents with the resources they need to be academically successful in the school.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

X	21 <sup>st</sup> Century		Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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, at least 10% of students will have earned 5 or more credits.

By February 2016, 50% of students taking mock regents exams will have passed as evidenced by mock global history and math common core results.

**Part 6b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 7: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	9 th graders who scored at a level 1 and 2 on the middle school ELA and math assessments; 10 <sup>th</sup> graders who are missing credits and failed 1 or more Regents; 11 <sup>th</sup> and 12 <sup>th</sup> graders who are missing credits and who have failed 1 or more Regents exams.	Repeated readings, interactive writings, WITsi/Hochman, Achieve 3000.	Small group instruction, tutoring, one-to-one.	During and after school
<b>Mathematics</b>	9 th Grade. Failed course and failed latest Interim Assessment.  10 th – 12 th All students who have not passed the Int. Algebra exam.	Targeted re-teaching; student tutors; numeracy support.	Small group instruction, tutoring, one-to-one	During and after school
<b>Science</b>	Any 10 <sup>th</sup> grader who failed the living environment exam, and any 11 <sup>th</sup> and 12 <sup>th</sup> grader who is missing a science Regents exam.	Targeted re-teaching on highest-frequency content and concepts on the Regents; peer tutoring.	Small group instruction, tutoring, one-to-one	During and after school
<b>Social Studies</b>	All seniors who have not passed both of the Regents exam.	Repeated readings, interactive writings, Achieve 3000, using literature to provide context for students.	Small group instruction, tutoring, one-to-one	During and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	All mandated IEP students; students who are referred by our SBST.	Academic support meetings with social workers , counselors and CBO's	Individual and small groups.	During and after the school day



**Section 8: 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>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</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.
<p>In order to recruit highly qualified teachers, the principal will:</p> <ul style="list-style-type: none"> <li>• Partner with New York City Teaching Fellows, Teach for America, and universities/colleges with high-quality teacher education programs.</li> <li>• Host interns during the school year.</li> <li>• Host open houses for interested candidates.</li> <li>• Request that candidates teach a demonstrative lesson for a hiring committee</li> <li>• Request that candidates give a writing sample and lesson plan sample based on specific content and groups of students</li> </ul> <p>In order to retain highly qualified teachers, the principal will:</p> <ul style="list-style-type: none"> <li>• Conduct frequent observations and provide high-quality feedback.</li> <li>• Offer multiple professional learning opportunities that are both educational and engaging.</li> <li>• Create opportunities to cultivate teacher leadership.</li> </ul> <p>In order to provide high-quality professional development, the principal will:</p> <ul style="list-style-type: none"> <li>• Use data trends from Advance to structure professional development strategically.</li> <li>• Allow for teachers to facilitate professional development.</li> <li>• Provide a menu of professional development workshops from which to choose, particularly on Chancellor's PD day.</li> </ul>

- Ensure there are opportunities for teachers to authentically engage with their content, such as establishing partnerships with museums and other organizations.

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

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

Administration:

- Engage in book studies and inquiry projects around leadership and data trends.
- Provide learning opportunities and inter-visitations with outside schools and organizations.

- Administration will work strategically with the Generation ready coaches in Math, Science, Special Education, ELA and History, to devise targeted professional learning experiences to teachers in the specific content areas. Focus areas will include differentiation of instruction, implementing the instructional focus, literacy across all content areas, data driven instruction and lesson and unit planning.

Teachers:

- Using Data Framework for inquiry teams. Teachers will also take on leadership roles in providing professional learning in their teacher teams.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

NA

**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.

Teachers will design and agree upon assessments during their inquiry teams; they will then go to the administrative team for feedback and approval. All assessments must be aligned to the power standards that were selected by the accreditation team and reflect the rigor of their respective disciplines.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’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	313,045.00	x	part 1-5
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,911,415.00	x	part 1-5

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 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 SCEP 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.

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**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. **Bronx High School for the Visual Arts** 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. **Bronx High School for the Visual Arts** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

The school will ensure that parents are informed of all ELT opportunities, Regents prep opportunities, and Saturday Academy.

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

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

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

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

### **III. Student Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**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>11</b>	Borough <b>Bronx</b>	School Number <b>418</b>
School Name <b>Bronx High School for the Visual Arts</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>Iris Witherspoon</b>	Assistant Principal <b>Debra Logan</b>
Coach <b>Rob Chambers</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Rachel Michel Hopkins</b>	School Counselor <b>Sasha Santiago</b>
Teacher/Subject Area <b>James Winslow/Special Ed.</b>	Parent <b>Carol Barnes</b>
Teacher/Subject Area <b>Irene Hilao/ELA</b>	Parent Coordinator <b>Daphne Stokes</b>
Related-Service Provider <b>Henry Wright</b>	Borough Field Support Center Staff Member <b>Wladimir Pierre</b>
Superintendent <b>Carron Staple</b>	Other (Name and Title) <b>type here</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	0
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]	0	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	

### D. Student Demographics

Total number of students in school (excluding pre-K)	529	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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# 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	8	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<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>	10	1	3	6	0	3	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: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

\* 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: _____
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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										9	5			0
Chinese														0
Russian														0
Bengali														0
Urdu											1			0
Arabic										2			1	0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Twi										1				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)										4				0
<b>Emerging</b> (Low Intermediate)										4			1	0
<b>Transitioning</b> (High Intermediate)										2				0
<b>Expanding</b> (Advanced)										4	6			0
<b>Commanding</b> (Proficient)										6	1			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														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										6	1			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	2		1	
Integrated Algebra/CC Algebra	7		3	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	0			
Earth Science	1		0	
Living Environment	5		1	
Physics	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	
Geography	0			
US History and Government	1		0	
LOTE	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	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.  
 Our school uses the results of the annual NYSESLAT Exam and a variety of teach-created assessments to assess the literacy skills of our ELLs. Data indicates that students need substantial support in reading and writing. Their scores in these skill areas are significantly lower than their scores on the speaking and listening components of both the NYSESLAT and Predictive Acuity exams.  
 Students need support in fine-tuning their reading comprehension skills and organizing their essays. Instructional strategies need to focus more on developing reading and writing skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data is consistent on both the NYSESLAT and NYSITELL exams with respect to scores on the four modalities of listening, speaking, reading and writing. Students need substantial support in literacy. Their scores in these skill areas are significantly lower than their scores on the speaking and listening components of both the NYSESLAT and LAB-R exams. This is also consistent with students taking both exams at various grade levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses information derived from the AMAO tool to focus on the progress towards achievement of proficiency for specific subgroups of ELLs and the design of effective instructional programs and/or interventions for those students. Data gained from this tool should reveal how various factors may influence or hinder rate of proficiency for particular students; the factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. Currently, we see a significant pattern across performance which indicates that our Entering and Emerging students have experienced the greatest level of growth on the NYSESLAT in comparison to the other progressions. In addition, our ELLs who are both long term and Expanding, seem to show the least amount of progress on the NYSESLAT and also test poorly on their Regents and Common Core Exams. Furthermore, there appears to be a clear pattern among our ELLs who are also SWDs in that they struggle to progress from one proficiency level to the next, indicating a plateau. Students are given the opportunity to take the Regents and Common Core exams in their Native Language, however they never choose this option as they prefer to test in the language of instruction.
- b. Our school does not use the ELL periodic assessments however, we use the results of our baseline MOSL to inform instruction of ELLs, which helps our content area teachers to plan and differentiate their materials according to the needs of LEP students.
- c. The MOSL results have allowed all teachers to see the learning gaps that some of the ELLs exhibit in comparison to peers in their respective grade levels. In addition, our school has learned that former ELLs are faring as well or better than their monolingual peers on the MOSL. Home language isn't used in anyway during administration of the MOSL, however, the ESL Coordinator reviews the results and looks for any error patterns that may be connected to the syntax or language system of the students' L1.
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](#).]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
The development of a student's second language is fostered throughout instruction in a myriad of ways. There is a primary focus on literacy and vocabulary across the content areas. For example, pre-reading activities are used to activate prior knowledge and clarify or teach difficult or new vocabulary terms. Since all content is learned through language, the ESL teacher previews the predominant language features among students' various content areas. Any language structures or vocabulary that may be confusing or difficult for ELLs are noted and the appropriate scaffolding and supplementary materials are constructed by the ESL teacher. For long term ELLs, there are supports and supplements in place to bolster academic language, study skills, and metacognitive awareness.
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?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our ELL Program is based on how our individual students advance to proficient levels of English. Based on annual NYSESLAT testing and ELL periodic assessments we can accurately evaluate how our students acquire the four components of learning English such as speaking, reading, writing, and listening. Beyond the high-stakes exams and universal diagnostic measures, the ESL Coordinator uses classroom assessments both formal and informal to measure the overall success of the ELL program. Student progress and performance, across the board, informs the success of their ELL instruction. The AMAO Estimator tool was used last year to calculate and track student progress. This tool was beneficial in evaluating the success of our programs and instruction.

## 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.  
The first step taken in the ELL identification process is the administration and evaluation of the Home Language Identification Survey. A certified pedagogue, the ESL Coordinator, Rachel Michel, furnishes the student with a Home Language Survey which is filled out by the student's parent/guardian, at school and returned to the school for evaluation. The survey asks parents/guardians to indicate the student's native language, along with how often and in which contexts the native language is used. Based upon the number of "other" boxes that are checked, the ESL Coordinator determines whether or not to conduct an informal oral interview with the student and parents/guardian. Accomidations for translations are made whenever necessary, by bringing in another certified pedagogue who speaks the native language, or by bringing in an outside translator. Based upon the information gleaned from both the HLIS and the oral interview, the ESL Coordinator than decides if she will administer the NYSISTELL. If the information suggests that the student needs to be tested, within ten days the ESL Coordinator administers the NYSISTELL, which Spanish speaking students will also take in their native language via the Spanish LAB-R. The ESL Coordinantor scans the NYSISTELL answer documents into the attendance scanner, in order for the reults to be populated in ATS, where the student will then be identified appropriately based on

their score. Each Spring, the NYSESLAT exam is administered to evaluate ELL's proficiency levels. The ESL coordinator uses this data each year to place ELL students in appropriate ELL classes and to inform instruction. Student programs are reviewed upon receiving the NYSESLAT results and program changes are made where necessary to permit the students to receive the most appropriate level of service.

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).

If there are indications during the ELL identification process that a student may be SIFE, the Oral Interview questionnaire is administered within 30 school days from initial enrollment. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the LENS is administered. In addition, the ESL Coordinator uses a writing sample from the student to provide more information. If a student is identified as being SIFE, status will be indicated in ATS via the BNDC report within the 30 days.

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 members of the LPT review newly enrolled students in order to identify students who are both ELLs and SWDs. For new admits who fall under both of these categories, the team determines whether or not the student has second language acquisition needs or if their disability is the determining factor affecting demonstration of proficiency. The team sends the recommendation to the Principal for review, which is then sent to the Superintendent for final review. The recommendation must be accepted or denied within 20 days of enrollment and the parent is notified within 5 days of the final decision. If the student is designated as an ELL, the parent choice video and form are given to the parent/guardian and the student is immediately programmed accordingly. We notify staff of students who fall into both categories and inform them of their needs and accommodations, via email. LPT members/participants: Debra Logan (AP), Rachel Michel-Hopkins (ESL Coordinator), Henry Wright (SPED Coordinator), James Winslow (SPED provider), Parent/Guardian. A qualified translator/interpreter of the language or mode of communication that the parent/guardian best understands shall be present at each meeting of the LPT.

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.

Once the NYSITELL is scanned and score is determined, the ESL Coordinator completes the standard NYCDOE parent notification letter in the parents' preferred language in order to notify them of their child's score. This letter is distributed two ways, via backpack and mail. A follow-up phone call is made to ensure that the letter was received.

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 ESL Coordinator issues a letter (in the preferred language of communication) to the parents/guardians of newly enrolled ELLs within the first week of enrollment, in order to notify and inform them of the option and process. The letters require the parent/guardian to sign, acknowledging their receipt of the letter and to check a box to indicate if they would like to appeal the status decision. These letters are copied and given to the parent coordinator to keep on file, the original is filed in the students' cumulative record.

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.

Upon new enrollment, the Parent Coordinator and ELL Coordinator work together to inform the parents of the program choices available to them. If a new admit from outside of the DOE comes to us as an ELL, we inform the parents at the time of enrollment that they must choose the program that is best suited for their child. At this time we show them the video and ask them to fill out the Parent Choice Survey in the parents' preferred language, where parents indicate their program choice. For newly identified ELLs, the parents are contacted by the Parent Coordinator and an appointment is set up in order to allow them to view the video in their home language and make an informed program choice. Parents must complete and submit the form within 5 school calendar days, otherwise the student is placed in ENL as the default program placement (bilingual) is not currently available at our school. The Parent Survey and Program Selection responses are entered in ATS through the ELPC screen. The actual forms are stored in the students' permanent record.

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.

Parents must complete and submit the form within 5 school calendar days, otherwise the student is placed in ENL as the default program placement (bilingual) is not currently available at our school. The Parent Survey and Program Selection responses are entered in ATS through the ELPC screen. The actual forms are stored in the students' permanent record. If parents are remiss in returning these documents on time, the Parent Coordinator reaches out to the parent via phone calls and will send urgent letters home with the student for their parents to return the forms as soon as possible.

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

The school Parent Coordinator handles all correspondence with respect to entitlement letters and surveys. Reminder letters are mailed to all parents in their preferred language and the Parent Coordinator follows up to make sure the parents submitted the Parent Survey and the program selection form, through contacting parents via phone calls or reminding them whenever they are in the school building, in the parents preferred language of communication. All returned forms are given to the ESL Coordinator to be filed in student records.

9. Describe how your school ensures that placement parent notification letters are distributed.  
The ESL Coordinator composes and distributes notification letters using the parents' preferred language of communication. This is executed in two ways, via backback and mail, to ensure that they are distributed and received. Follow up phone calls are made to parents notifying parents and guardians of the letters' distribution.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Any documents that have travelled with the student remain on file in the student's cumulative record (HLIS, Parent Choice/Selection). Any document that has been administered or distributed by the ESL Coordinator (HLIS, Parent Choice, Letters of Entitlement...) are kept on file with the ESL Coordinator.
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 serves as the testing coordinator for the NYSESLAT. Shortly before testing begins, we refer to the most recent RLER report via ATS, in order to confirm all students eligible for NYSESLAT testing. A testing schedule is designed and a meeting is held/letters sent home to acquaint both parents and students with the testing process and emphasize its significance. The parent coordinator makes phone calls when necessary, to students who tend to be truant. In cases of LTA students, the attendance teacher is sent to the students' home to ensure that they come to school for all four testing dates. When students are removed from the school for security or medical reasons, the ESL coordinator travels to the alternate location to ensure that the student is tested, when possible. Our school analyzes data to avoid scheduling exams on days that indicated an increase in absenteeism, in order to ensure that all four components of the test are administered to all students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ESL Coordinator composes and distributes continued entitlement and transitional support letters in two ways, via backback and mail, to ensure that they are distributed and received. Follow up phone calls are made to parents notifying parents and guardians of the letters' distribution.
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).  
Nine parents expressed interest in Freestanding ESL and five parents expressed interest in Bilingual programs. After completing the Parent Survey and Program Selection form, parents are informed of the choice in ELL program offered at this school or informed about and guided to other schools with the programs of their choice. Freestanding ESL is the program choice currently available at our school. In reviewing the trends in parent requests, the majority of program selections show that parents tend to prefer their children to be placed in the Freestanding ESL program. Therefore, the model offered at our school does align with the majority of parent requests. For those parents who expressed interest in Bilingual programming, we haven't been able to accommodate those requests as of yet since we have such a low number of parents that are interested in this program. The ESL Coordinator has informed these parents of the options afforded to them in accessing the program of their interest outside of our school, along with expressing to parents that we are consistently monitoring the numbers in program choices. Should the current number of five parents interested in programs that aren't currently in place at our school, raise to fifteen and those students share the same native language and lie within two consecutive grade levels, we will instill a Bilingual program. The ESL Coordinator routinely monitors the program choices to see if there are any change in the numbers; should enough parents express interest, she will then contact those parents to explain that there is now a sufficient number of students to create the program and ask if they are still interested in placing their children in this 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.

Freestanding ENL is provided to our Entering and Emerging ELLs as per CR Part 154.2. These students are programmed in a 90 minute block where they receive instruction on English Language Support along with grade level ELA, modified to accommodate their needs. Instruction is delivered through a focus on literacy which is carried out in a variety of ways. The ESL teacher uses materials that are modified for ELLs (e.g. high interest-low level reading, graphic organizers, guided reading...) and adapts/modifies the materials used by ELA teachers to ensure that ELLs are receiving instruction that is similar to the concepts, themes, and skills in the main stream ELA classroom. During Integrated ENL, the ESL instructor works with ELLs throughout the content instruction in collaboration with the classroom teachers to provide language acquisition and vocabulary support, while retaining content instruction time.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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 staff is organized in a way that facilitates the most efficient programming of ELLs. Aside from the ESL Coordinator, all APs and Guidance Counselors are aware of the mandates for each proficiency level. This way any staff member holding a position that has any bearing on scheduling, is aware and compliant of the mandated minutes for each ELL. The mandated number of minutes is ensured through organizing the ESL teacher's program efficiently and appropriately, servicing all ELLs as their mandates deem necessary.

As per CR Part 154.2, students are appropriately scheduled for mandated ELL instructional minutes based on the NYSESLAT and NYSISTELL results. Entering and Emerging students receive one unit of Stand-Alone ENL and one unit of Integrated ENL per week, in addition, the ESL teacher provides their ELA instruction. Transitioning and Expanding students receive one unit of Integrated ENL per week; their ELA instruction is delivered in the main stream classroom. Commanding students receive 90 minutes of Integrated ENL per week.
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.

In order to meet the demands dictated by the six instructional shifts as per the CCLS, we have redirected our focus and implemented new learning goals. We are working with more informational texts, familiarizing students with their formatting and language, and teaching how to interact with these texts. Some of the new areas of focus in this regard include: metacognitive awareness and questioning of the text/reading with a purpose, annotating a text, and development of academic language.

In the push-in model of instruction, the ESL instructor works directly with the ELA instructor to make content comprehensible. The ESL teacher modifies and differentiates instruction to make it comprehensible to the ELL students. Content material is scaffolded to make it comprehensible to the ELL student. In the pull-out model, the ESL instructor collaborates closely with the ELA teachers to ensure that lessons and curriculum are closely aligned. In both models of instruction, the ESL teacher and ELA instructors make sure their reading, writing, speaking, and listening materials are either the same or modified versions of what is being taught in the regular ELA classes. In Self-contained models, language is learned through various content areas. The use of collaborative planning and thematic units marries the language and content areas in an authentic and balanced approach. In all three models, instruction is delivered in English and both language and content area development are enriched through the use of visual aids, smart boards, hands-on experiments, glossaries and small group or cooperative work in both target and native languages.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our school is currently exploring various resources that will allow us to effectively evaluate each of our ELLs in their respective home languages. We are working to acquire staff, training, and materials that will provide our school with the means to both develop and evaluate our ELLs in their native language, especially in our low instance languages (Twi and Urdu). We anticipate partnering with outside programs or CBOs as the school year progresses, so that we may implement a system in which to effectively carry out this aspect of language development.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher designs a curriculum that is balanced among the four modalities of English acquisition. She creates performance tasks that are aligned with the CCLS but tiered according to proficiency level, for each of the four modalities. Both summative and informal assessments are used in this evaluation process.
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

Differentiation takes place in a variety of ways and is dependent upon the needs and abilities of each ELL.

a. SIFE students are interviewed by the ESL Coordinator to determine their educational background and asked about their experiences outside of the formal classroom. The ESL instructor orally interviews SIFE students to ascertain their oral language skills. In addition, the ESL teacher has SIFE students submit a writing sample for the purposes of determining their writing ability. The ESL instructor works very closely with regular ELA instructors to follow up on the progress of SIFE students. SIFE students are programmed according to both the results of their respective NYSESLAT and LAB-R scores. Due to the nature of a SIFE background, often times there is a focus on penmanship, appropriate classroom behavior, and basic grammar/mechanics. The IEP and individual performance of each SIFE student are the primary influences in what drives differentiated instruction for this subgroup.

b. Students with less than three years in US schools receive ongoing language development and support. Beginning students receive 540 instructional minutes of language development scheduled into their daily program. Beyond this, all newcomers are scheduled for after-school tutoring with the ESL teacher, where they are able to receive individualized instruction and assistance. They learn basic English "Survival skills" and progress towards understanding the skills required to comprehend academic English. The concentration lies on grammar essentials and vocabulary. There is a great deal of modeling, consistent comprehension checks, and use of visual aids with these students. Beginning ELLs are also taught how to prepare for state mandated exams, through familiarizing them with test formatting, and teaching them universal test-taking strategies (context clues, eliminate answers on multiple choice questions, note-taking skills).

c. ELLs with 4 to 6 years of service continue to receive modified instruction and consistent vocabulary development/support. They learn appropriate study skills, and continue to work on fine-tuning their reading, writing, listening and speaking skills. There is a focus on developing metacognitive awareness in these students, so that they may become active participants in their own learning processes. We attempt to develop these students' awareness of what their strengths and weaknesses are so that they may better manage their study time. In addition, we focus on self-correcting during the writing process so that students become aware of typical errors. We provide students with a variety of strategies in terms of vocabulary/reading comprehension, listening/notetaking skills...and guide them in discovering which process works best according to their particular learning styles.

d. Long-Term ELLs are encouraged to transition out of the ELL program through on-going support and modified instruction. They are given more challenging and higher level assignments that help them improve their listening, speaking, reading, and writing skills. The common deficit among these students seems to be the acquisition of CALP. Therefore, the concentration lies in developing content-specific and academic language. At this point, much of the language support is delivered through a content-based approach.

e. Former ELLs continue to receive moderate support within a designated content area via Integrated ENL. The ESL Coordinator also sends out a memo in September notifying the staff of the ELLs who have recently tested out, to inform them of the transitional supports they may still require for the next two years, as well as the testing accommodations that they are still entitled to.

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.

Our school has designed a network of staff and teams to ensure that re-identified ELLs are not suffering academically. Our guidance counselor who specialized in counseling ELLs, will conduct academic monitoring of any re-identified ELLs. Updates are given on students' progress at both the SLT and LTE meetings, in order to keep other stakeholders abreast of the situation.

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?

Students With Special Needs are given appropriate instructional material and instruction based on their skill and ability levels. Instructional modifications and accommodations are based on the mandates listed in their IEPs. Special Needs students' are scheduled for ELL instruction based on the results of either the NYSESLAT, NYSISTELL or alternative assessments. The mandates on the IEP drive the strategies, methods, materials and instruction chosen for these students. There are a myriad of online resources that are implemented in these settings that allow instructors to deliver academic content and develop/enrich language in ways that are appropriate for the grade/age level. These resources involve all four modalities and also facilitate critical thinking, (e.g. adapted newspaper/journal articles with reading comprehension, listening passages with comprehension questions, grammar/spelling games and activities...)

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?

ible programming is used to provide targetted support to students. Our school implements CTT in many of our classes, which also ensures that these students are given access to content while developing their target language. In addition, the Collections CCLS curriculum coupled with the Hochman writing method are integrated into our 9<sup>th</sup> and 10<sup>th</sup> grade content areas. These focussed texts and strategies are modified to enable students to achieve their IEP goals and attain English proficiency within the least restrictive environment.

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

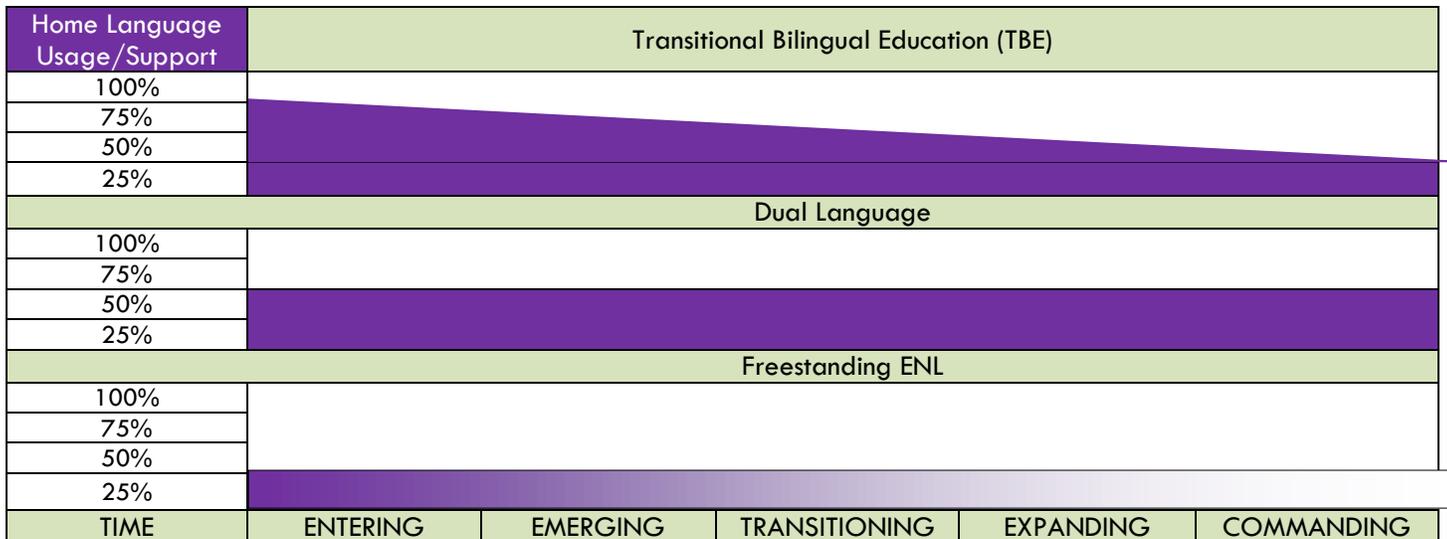


\*Note: “other approved services” does not apply to New York City at this time.

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 including newcomers, those with 4-6 years of instruction and long-term ELLs receive small-group tutoring in all content areas during their lunch period, three periods a week. These content area teachers along with the ESL instructor are available after-school to assist ELLs in obtaining extra-help in the above mentioned content areas. This year our school will offer an Extended Learning Time program which will be held after school for three days a week, along with Saturday School. All programs are conducted in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
According to the results rendered from the AMAO Estimator tool, our current program seems to be quite effective in meeting the needs of our ELLs in both content and language development. The ELL population at our school has exhibited record progress on the NYSESLAT and in credit accumulation in the past 2 years. The collaborative work that exists between the ESL coordinator and the content area teachers, informs the tailored instruction delivered to the ELL population. The discreet model has proved to be very efficient in delivering targeted yet rigorous instruction. Our ELL students continue to progress rapidly along the proficiency progressions and many have tested out sooner than expected. Last year's ELLs were very successful, which is reflected on their scores of the newly CC aligned NYSESLAT. Our ELLs continue to struggle with passing their Regents and CC Exams however, we anticipate a boost in these scores, considering the new model of Integrated ENL. Furthermore, we intend to offer additional Professional Development for content area teachers that will help them to address the needs of ELLs.
12. What new programs or improvements will be considered for the upcoming school year?  
We have implemented new programs for monitoring re-identified ELLs, we have established an LTE team to monitor the ELL-SWD subgroup and incoming students, we are exploring options and resources to create a strong HLA program, and we are in the midst of creating specialized programs to address the needs of parents.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs have access to all school programs including the numerous art internships offered at our school and other curricular programs that prepare them for state mandated examinations. ELL students participate in after school programs such as credit recovery programs to make up lost credits. There are extra curricular activities at our school such as talent shows, dance, martial arts, cooking and additional art programs. All ELLs and students at our school are encouraged to participate in these extra-curricular activities. For example, the goal and rationale of the dance program is for students to become exposed to another art form and develop certain talents. Students also realize that they have another outlet for engaging in a fun filled after-school activity, with students and teachers that they don't normally engage with throughout their scheduled day. These programs are aimed at establishing a school-based community that integrate all students and teachers. Extended Learning Time, Academic Intervention Support, and Saturday Academy are supplemental programs offered to all students in our school community.
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.  
Students at the newcomer, 4-6 year level and long-term ELLs have equal access to technology in our school including the use of a MAC Lab and laptop PCs. They use the internet in various classes for the purposes of conducting research on a variety of topics in ELA, Social Science, Art, and Science classes. Students have access to certain educational software for the purposes of enriching their language skills. Some of this software is available in Spanish. In addition, many teachers use overhead projectors, powerpoint presentations, informational videos, and smart-boards for the purpose of presenting content material instruction. All students are able to access and track information from each of their classes through Pupil Path. This program allows students, teachers and parents to communicate easily with each other. In addition, it keeps a running record of student progress, previous assignments, attendance, and grades. Our school also provides all students, teachers, and parents with access to BrainPop. This is a supplementary learning tool that helps our ELLs to comprehend both language and content through visual aids.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Within our ENL program model, our ELL students who share the same native language are given the opportunity to work in pairs/small groups. We also provide books, glossaries/dictionaries, and technological resources in various languages to support the native language our ELLs. The ESL teacher devotes instructional time to familiarizing students with how to use these resources, especially the native language glossaries. Whenever applicable, the ESL teacher draws upon similarities that can be seen between students' target and native languages (e.g. recognizing cognates). In addition, the ESL teacher includes each represented heritage/culture of her students through thematic units, projects, and research; this fosters native language support, cultural awareness, and parental involvement. In some cases there may be bilingual paraprofessionals to assist the needs of our ELL-SWDs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ELLs work with resources and receive support that is aligned to their ages and levels. Content and language that ELLs must work with is driven by the CCLS and therefore, ensures that they are receiving the appropriate level of work for their age and grade. The ESL teacher makes the support and resources accessible to ELLs in terms of their proficiency levels, through adapting materials, designing scaffolds, and creating assessments to monitor and increase comprehension.

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).

Before the beginning of the school year, students are placed in appropriate courses based on either their NYSESLAT scores and/or results of the NYSISTELL. Students then meet with both the Guidance Counselor and ELL coordinator to determine the most suitable program based on their mandates, needs and the requirements for school graduation. Some of the activities our ELLs take part in include: Summer Bridge program, New/Transfer Student Orientation, and Town-Hall or Class meetings. Newly enrolled students who arrive throughout the year are generally paired with an upper-classman who serves as their "buddy". This student helps to get the new arrival acquainted with the school. The ESL Coordinator also gives these students a personalized tour of the school and orientation of standing programs and clubs, along with upcoming activities and trips that the school may be offering at the time.

19. What language electives are offered to ELLs?

**Advanced Spanish and Literary Drama.**

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)?

N/A

## 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.)  
All teachers are required to attend the FBSC PD sessions that focus on best strategies to support ELLs in ELA, Math, Social Studies, and Science. Science, Math, and Technology teachers are sent to the various STEM workshops held by the OELL that address the particular needs of LEP students in these content areas. ELA and History teachers are sent to workshops that focus on how to address the literacy needs of ELLs while engaging with grade level, Common Core aligned texts.
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?  
Teachers are encouraged to attend any PD offered that is related to the services they provide. In addition, PL is built into our school-wide PD plan. The OELL runs content and grade specific workshops that address the complexities of delivering instruction that is both accessible and rigorous to LEP students, as per the CCLS. We require our teachers to attend these workshops when offered in their content area for secondary schools. We also require teachers to attend any workshops that are offered on addressing vocabulary with second language learners, as all content areas must utilize and teach vocabulary in order for students to be successful across the curriculum.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The ESL teacher works with staff to provide them with supports as students begin their program at school. An initial memo is sent to teachers outlining the ELLs and their proficiency and grade levels, as well as the former ELLs. Professional development is delivered by the ESL teacher to assist staff in differentiating instruction, modifying tasks, selecting vocabulary, and creating various points of entry throughout instruction. In addition, the teachers have the option to submit work to the ESL teacher for assistance with modification, adaptation, and differentiation.
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.  
All teachers are required to attend a minimum of 15% of total hours of their Professional Development on workshops or seminars that address ELL instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Part of this ELL specific PD is delivered during the school-wide professional learning time. Additional PD will take place via webinars, outside courses and workshops offered by the OELL, the UFT, or another DOE approved vendor. We have allocated money in our budget to encourage our teachers to sign up for these outside courses, offering per-session for their time spent outside of the school hours. 50% of the ENL teacher's PD hours are dedicated to language acquisition in alignment with core content areas instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. Our school partners with PACE via the Teacher Leader Quality Partnership Grant, in which teachers engage in Inquiry Learning Collaborative. Within this program our content area teachers, ESL teacher, and special education teachers conduct inquiry work based upon their collaborative efforts in the classroom, focusing on intervention strategies for particular ELL subgroups.

### 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?

The ESL Coordinator holds meetings for the parents of ELLs to inform them of any program changes, proficiency levels, and academic progress. Translation and interpretation is provided as needed, usually within the building through our bilingual staff members. For low instance languages, the school will contact the Language and Interpretation Unit to arrange for these services.

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.

Parent Survey and Program Selection responses are entered in ATS through the ELPC screen. The actual forms are stored in the students' permanent record. The ESL Coordinator keeps records of all meetings by retaining the agenda and sign-in sheet for each meeting. All parent outreach is conducted in the parents' preferred language and is noted in a call log or kept on file with the ESL or Parent Coordinator. If translation or interpretation services are needed that cannot be provided by a bilingual staff member, the Translation and Interpretation Unit is utilized.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The ESL Coordinator holds meetings throughout the year, specifically for the parents of ELLs. These meetings are designed to acquaint parents with the culture of the school and encourage them to be an active member of our community, regardless of their language ability. Our school is currently developing a program to empower parents by giving them direct information and language that will allow them to engage in academic conversations with their child. We feel that parents may become more involved in their children's studies if they are given the necessary information and tools to conduct this type of dialogue. We also offer workshops for parents of ELLs to help them to navigate the Pupil Path system that our school uses, as well as informing them of the various resources that are available to them within the community, through the DOE, and CBOs. All workshops are conducted in the parents' preferred language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Our school partners with the following CBOs: The Leadership Program and IncludeNYC. Workshops include: Supporting Successful Parenting, College Planning, Technology Tools for Success, Responding to Challenging Behavior, and Cyber Safety.

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

The Parent Coordinator administers Parent Surveys which are used to determine the translation and interpretation needs of parents, and asks them to list any areas of concern or questions they may have. In addition, the Parent Coordinator refers to the RPOB report on ATS to ensure that our list of preferred languages is current. Translation and interpretation are provided as needed, either by a bilingual staff member or through the T&I Unit.

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

The Parent Coordinator uses the parent surveys mentioned above to help inform the development and implementation of parental involvement activities, focusing on factors such as preferred time and language, and areas of interest or concern. We ensure that workshops and correspondence are translated/interpreted as necessary based on the parents' preferred language.

### 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.

Paste response here:

## **Part VI: LAP Assurances**

School Name: **BHSVA**

School DBN: **11X418**

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)
Iris Witherspoon	Principal		9/18/15
Debra Logan	Assistant Principal		9/18/15
Deborah Agosto	Parent Coordinator		9/18/15
Rachel Michel Hopkins	ENL/Bilingual Teacher		9/18/15
Carol Barnes	Parent		9/18/15
James Winslow/Special Ed	Teacher/Subject Area		9/18/15
	Teacher/Subject Area		9/18/15
Rob Chambers	Coach		9/18/15
	Coach		9/18/15
Sasha Santiago	School Counselor		9/18/15
Carron Staple	Superintendent		9/18/15
Wladimir Pierre	Borough Field Support Center Staff Member _____		9/18/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11X418**      School Name: **BHSVA**  
Superintendent: **C. Staple**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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 uses the Home Language Identification Surveys, the blue Emergency Information Cards, and the RAPL/RPAL reports on ATS to assess the language needs and preferences of all parents. We use the information rendered from these documents/reports to designate the appropriate language in which all correspondence is conducted with parents. We generate this information into a spread-sheet. This is a living document used to track and meet the LTI needs of our parents.

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.

The preferred languages (both written and oral) of our parent population include:  
Albanian, Arabic, Bengali, French, French-Kmer, Greek, Swahili, Twi, and Yoruba.

## Part B: Creating a Communications Calendar

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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.)

- Annual handbooks (September)
- Newsletters (Monthly)
- Calendars (Monthly)
- Parent-teacher conference announcements (As needed)
- After-school program information (As needed)
- NYS Testing dates (As needed)
- Letters from the school leadership (As needed)

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.

We have a total of six formal meetings with parents, including parent-teacher conferences and curriculum night, which span from September to May on the assigned dates that have been determined by the NYC DOE. In addition, there are two meetings held specifically for the parents of ELLs, conducted early in the fall term and later in the year prior to the administration of the NYSESLAT. Staff members contact parents informally on a weekly basis to inform parents of any academic concerns that may be affecting their child's progress.

## Part C: Providing Language Assistance Services

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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.

When translating documents in Spanish, we rely upon our bilingual staff members and give them the documents several days in advance to allow for time to translate, edit, and make copies. For all other languages, we will send the document out to the Translation and Interpretation Unit about ten days before we need to make copies. When we have a low instance language that isn't available for translation via the T&I Unit, we contact outside contracted vendors that are able to assist us with the translation services.

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.

When interpreting documents in Spanish, we rely upon our bilingual staff members and arrange for interpretation several days in advance, whenever possible to allow for time to translate related materials and discuss the goals of the meeting and why it was arranged. For all other languages, we will request an interpreter from the Translation and Interpretation Unit about ten days before we hold formal meetings. We rely upon the over-the-phone interpreters from the T&I Unit when holding informal meetings and unscheduled interactions that require translation. When we have a low instance language that isn't available for translation via the T&I Unit, we contact outside contracted vendors that are able to assist us with the translation services.

## **Part D: Training Staff on Policies and Procedures**

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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.)

Our Parent and ESL Coordinators receive training from the T&I Unit and turn-key information to staff during meetings. We distribute the T&I Brochure to notify staff members of the language access options for parental interaction and correspondence. In addition, we highlight the resources that staff members can utilize to find information about the language needs of parents/guardians, as well as the resources that are available to parents as they enter the building (language ID Guide, welcome poster, etc...)

## **Part E: Providing Notice of Language Assistance Services**

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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

Our school uses the data mentioned above in Part A to designate parents who have requested to receive information in a language other than English. We use this list to ensure that all parents receive mailings and information distributed by the school and DOE, in their language of preference. We send out a mailing to these parents, at the start of each year, describing our translation and interpretation services and protocol. In this letter, we also notify parents that they have the right to bring their own interpreter. These letters are sent in the parent's language of preference. In addition, we distribute copies of the Expect Success Guide (provided by the DOE) to all of these parents in the language that they have requested. We are sure to display the Welcome Poster and Language Access Guide at the security desk so that parents can utilize these resources upon entering the building, and we use that information to meet their needs and provide them the language services they need. We have copies of the Parents' Bill of Rights in the various preferred written language of parents' based upon the RAPL report.

## **Part F: Monitoring and Quality Control**

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

We intend to gather feedback on the quality and availability of these services through the use of parent surveys, along with the information rendered from Parent-Teacher Conferences and Pupil Path.