

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X543

School Name:

HIGH SCHOOL FOR VIOLIN AND DANCE

Principal:

FRANKLIN SIM

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The High School for Violin and Dance School Number (DBN): BX09 543
Grades Served: 9 - 12
School Address: 1110 Boston Road Bronx, New York 10456
Phone Number: 718 842 0687 Fax: 718 589 9849
School Contact Person: Ms. M. Dones Email Address: MDones@schools.nyc.gov
Principal: Mr. Franklin Sim
UFT Chapter Leader: Mr. Anthony Rau
Parents' Association President: Ms. Andrea Daniels
SLT Chairperson: Ms. Sophia Pentoliros / Mr. Anthony Rau
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Silkia Martinez
Destiny Gordon
Student Representative(s): Michelle Marquez

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx, New York 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
718 741 5834
Phone Number: 718 741 7098 Fax: _____

Borough Field Support Center (BFSC)

BFSC: District 9 Director: _____

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Sophia Pentoliros	*Principal or Designee	
Mr. Anthony Rau	*UFT Chapter Leader or Designee	
Andrea Daniels	*PA/PTA President or Designated Co-President	
Ms. Kim Dixon	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Destiny Gordon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michelle Marquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Silkia Martinez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yumarie Colon	Member/ Parent	
Sylvia Griffin	Member/Parent	
Lanor Steele	Member/ UFT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Mission Statement

Our school's mission is to provide students with the opportunity to perform and shine in the classroom, on stage, and in life; to prepare a diverse group of students to be intelligent, caring leaders in society.

Our Students

We are located in New York City in the Bronx and our students are 14 to 19 years of age and reside in the local neighborhoods. Our total student enrollment is 365. We serve 63 males and 302 females, 240 Hispanic, 122 Black, 3 Other and 47 English Language Learners and 86 Students With Disabilities (SWDs). The number of students we serve by grade is as follows:

9th Grade 109

10th Grade 87

11th Grade 70

12th Grade 72

Total: 338

Total Title I: 324

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

Our Culture and Beliefs

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

collaborate with us to engage our students in learning experiences to help them with the transition from high school to college.

Our Caring and Supportive Environment

We strive to maintain a supportive, caring and respectful environment for everyone at HSVD by collaborating with community based organizations such as Education Alchemy to help our female students acquire greater confidence, self-esteem and conflict resolution skills. In addition, our Student Peer Mediators have been trained and certified to help their peers quickly and peacefully resolve disagreements. Regularly scheduled Town Hall sessions are held and facilitated by the school's Principal, Guidance Counselors and other Administrators to provide opportunities for students' voices to be heard and for the dissemination of relevant and meaningful information. Student representatives from each grade known as "Wisdom of the Crowd" attend weekly meetings with the Principal. During these gatherings, students present the grade level goals on which they'd like to focus and they begin to develop and implement strategies so that they can move toward those goals. For example, our ninth graders recently wrote, produced and presented an "HSVD SAYS NO TO BULLYING!" assembly for their ninth grade peers that was aligned with our school's mission statement. Students wrote the play and choreographed performances in their dance classes to tell the story of how bullying can cause harm to others. They also created pledged to refrain from bullying. We have begun to see an increase in the peaceful and positive resolution of disagreements by ninth graders since their production. Our school's administrators, guidance counselors, social workers, and deans play a vital role, along with our Morris Campus Safety Team, in creating a place where students, parents, visitors and staff feel welcome, cared for, and safe.

Needs

Based on feedback from our most recent School Quality Review, we find that our needs are as follows:

- Infuse higher level Depth of Knowledge Questions into teaching and learning
- Engage students in a deeper level of discussion via strategies such as turn and talk, think-pair-share
- Increase the level of rigor across the curriculum

Our strategies for addressing these areas are as follows:

- Based on classroom observation data, provide teachers targeted support via Professional Development both in-house and in collaboration with Columbia University's Workshop Facilitator, Roberta Kang
- Provide tools and opportunities for teachers to engage students in higher level thinking conversations
- Increase the utilization of rubrics across the curriculum to help students pace, self-assess and peer-assess.

09X543 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	386	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	9	# Drama	N/A
# Foreign Language	23	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.5%	% Attendance Rate			77.2%
% Free Lunch	88.6%	% Reduced Lunch			3.7%
% Limited English Proficient	10.9%	% Students with Disabilities			27.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			36.0%
% Hispanic or Latino	62.7%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.67	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			33.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			9.55
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	45.9%	Mathematics Performance at levels 3 & 4			44.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits			72.1%
% of 3rd year students who earned 10+ credits	73.9%	4 Year Graduation Rate			62.3%
6 Year Graduation Rate	73.5%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

Strengths

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

Needs

- Strong pedagogy is not consistent across the staff. We are using data to identify teachers who need additional / different support to help them help our students succeed.
- Teachers need to consistently meet with each other and administration to share curriculum and receive feedback to increase rigor and prepare students for college and career.

Part 2 – Annual Goal

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

By June 2016, a minimum of 75% of all students in each grade will progress one level in each trait of the NYC *ELA Performance Task*.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Strategic placement of identified students in lowest thirds into regular school-day NYS Regents tutorial and preparation classes • Use the MOSL in all major subject areas (aligned to the Common Core Learning Standards and Instructional Shifts) • Enrollment of targeted students into extended day tutorials and NYS Regents preparation classes including Saturday Regents Prep Academy • ICT model to support SWDs with IEPs (including Saturday Regents preparation classes) • On-going collaboration with Columbia University/CPET to provide professional development for teachers and administrators in aligning the Danielson Framework Model with Common Core Learning Standards and Common Core Instructional Shifts • Constant and open-door policy for students and parents to meet with guidance counselors and teachers 	<p>12th graders on track with academic requirements</p> <p>English Language Learners</p> <p>Students with Disabilities</p>	<p>August 2015 – June 2016</p>	<p>Administrators, Guidance Counselors,</p> <p>School Programmer, Columbia University, School Leadership Team, Parents Association, Students,</p> <p>NYCDOE</p>

to review their personal academic data / progress to establish and maintain trust			
<ul style="list-style-type: none"> • Ongoing opportunities for students / parents to engage in student to teacher conferences to resolve conflict to establish and maintain trust • Ongoing opportunities for students to engage in extended time on task to complete academic assignments to establish and maintain trust. 			

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.											
Textbooks, NYS Regents Review Books, Administrators, Guidance Counselors, School Programmer, Teachers including Special Education Teachers, School Leadership Team members, Parents Association members, Computers, Smartboards, Campus Auditorium Repair and Audio Visual Equipment											
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	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Midpoint Benchmark: By the end of March 2016, 65% of students will have progressed one level on at least three of the seven traits assessed on the NYC ELA Performance Task Rubric.
Time frame: September 2015– March 31, 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.

Part 1 – Needs Assessment

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

- Students’ academic progress is monitored by teachers and administrators
- Report card data and student progress report inform programming decisions
- Student programs are modified as informed by their academic progress data
- Guidance Counselors meet with students to review their personal transcripts
- Collaborative team teaching / ICT strategically programmed
- Regularly scheduled conferences with Administrators and teachers to review scholarship data
- ELLS provided language acquisition classes with ESL teacher
- SWD’s Individualized Educational Plans are referenced as teachers are informed for effective differentiated instruction
- Social work interns support targeted students

Needs

Our school needs to ensure that there is a collaborative relationship among all members of the school community to ensure that students’ needs are met and supported to help them achieve. For example, there must be a continuous effort for campus safety teams to communicate in a timely and efficient manner to address any concerns that arise where students may feel unsafe or threatened either in-house or in the surrounding neighborhood. We must continue to move swiftly to address these concerns. In addition, we must continue to engage our staff in professional development to improve students’ abilities to engage in higher level thinking and discussions not only between their teachers and themselves but also via peer to peer discussion and collaboration. Our daily outreach to students’ homes must continue to be a high priority in our school to ensure that students report to school on a daily basis. We will continue to engage in phone outreach, back-pack letters home, attendance team meetings and visits to the homes. Our social workers will remain highly engaged to address any concerns or challenges students may have that will affect their ability to report to school, remain engaged in learning, and achieve success in each class and on their NYS Regents examinations. Via collaborations with our CBOs. We will engage students in mentoring programs and community service programs to increase their involvement and interest in school, learning, and in their communities.

Our school's special education teachers will continue to collaborate and co-teach in classrooms to serve students with IEPs and behavioral needs.

Part 2 – Annual Goal

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

By June 2016, 72% of all students in each grade will have earned a minimum of 10 credits toward the meeting of NYS graduation requirements.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Regularly scheduled review and monitoring of students' academic records / data (Transcripts, Report Cards, Progress Reports) • Parent / teacher conferences • Careful and proactive review and analysis of teacher scholarship reports • Partnering and collaboration with CBOs such as Education Alchemy for peer mediation and girls' mentoring • Establishment and monitoring of a system that provides at-risk counseling / crisis intervention 4 out of 5 days per week 	<p>Grades 9 – 12</p> <p>English Language Learners</p> <p>General Education Students; Students with Disabilities</p> <p>Students with IEPs</p> <p>Lowest Thirds</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Teachers including Special Education teachers, Guidance Counselors, Parents, CBOs,</p>

• On-going progress report meeting with students, teachers, counselors, parents, to collaboratively address students' needs and challenges in an effort to establish and maintain trust			

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.											
School Administrators, Guidance Counselors, Teachers, Parents, School Leadership Team members, Parent Association members, CBOs. Per session hours will be used on an as-needed basis based on the data analysis to implement and support these goals. Computer hardware and software are online learning resources will help support these goals, as well.											
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	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By December 31, 2015 targeted teachers will have met with School Leadership to review student progress data a minimum of 4 times.
Timeframe for Mid-Point Progress Monitoring: September 2015 – December 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.

Part 1 – Needs Assessment

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

Our school data based on formal and informal observations has shown us the following:

- In the Danielson Framework rubric, our teachers are demonstrating strength in the following three domains: 2a, 2d and 3d. Our greatest need for growth is in the Danielson Framework Domain 3d.
- We also understand that a few of our teachers are continuing to struggle with managing student behavior and based on their feedback, student behavior management affects other aspects of their pedagogy.

To address these teachers’ needs and concerns, we have established a partnership with the RAMAPO CBO in order to provide our teachers with professional development in managing students behavior, building and fostering positive relationships and establishing a respectful, caring, trusting classroom environment.

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

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

Part 2 – Annual Goal

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

By June 2016, the school leadership will implement frequent observations of teacher practice and provide targeted feedback for the purpose of improving pedagogy, resulting in 50% of teachers who received an overall rating of ineffective or developing for SY 2014-2015 will receive an overall rating of effective for SY 2015-2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Formal and informal classroom observations • Collaborative review of academic trends in each teacher’s scholarship data • Engagement in collaborative teacher teams • Regularly scheduled Achievement Team meetings • Columbia University – Facilitated Professional Development • Regularly scheduled Team Leader meetings • Regularly scheduled Department meetings • Collaborative Team Teaching meetings (Thursdays / Fridays) <p>Utilization of established protocols to conduct group and individual teacher meetings with specific and low inference feedback in order to establish and maintain trust</p> <ul style="list-style-type: none"> • Setting of individual professional SMART goals by all teachers <p>~Coaching by F-status administrators and staff from CPET (Center for the Professional Education of Teachers) on a regular basis throughout the school year</p>	<p>All Teachers</p> <p>Guidance Counselors</p>	<p>September 2015 – June 2015</p>	<p>School Administrators, Network Mentors, Columbia University, RAMAPO</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.

School Administrators, Columbia University, Network Mentors, RAMAPO Coach

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	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Mid-point benchmark by December 31, 2015, all teachers will have been observed a minimum of 3 times.

Mid-point Progress Monitoring Timeframe: September 2015 – December 31, 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Strengths

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

Needs

- Ongoing and consistent professional development for all teachers based on scholarship data, classroom observations and NYCDOE Advance feedback
- Professional development calendar for inclusion of Community-based organizations and other partnerships to support teachers' professional development needs

- Creation of community based partnerships to support teacher development and student attendance, engagement and interest in school
- Expanded staff of social workers and family workers to support students' social development (permanent f-dy a week staff to support social and family needs of student population)

Part 2 – Annual Goal

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

By June 2016, school administrators and staff will have met a minimum of three times per term to review student progress data and to engage in professional development in order to strategically modify and adjust curriculum, teacher-student assignments / programs to improve student achievement across the curriculum and to support teacher development and growth.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Build structures to maximum time spent on instructional work in the collaborative and ICT classes • Engage in professional development to review and understand SWD’s Individual Educational Plans in order to plan rigorous instruction that is aligned with the Common Core Learning Standards and Instructional Shifts 	<p>Teachers, Guidance Counselors,</p>		<p>School Administrators, Team Leaders, Grade Level Teams,</p> <p>School Programmer, CBOs, School Programmer</p>

<ul style="list-style-type: none"> • Engage in professional development to collaboratively look at student work in order to create alignment across the curriculum in instructional planning and pedagogy • Create opportunities for teachers and guidance counselors to provide input, facilitate professional development, share best practices, visit peer’s classes both within the school and outside of the school in order to build and maintain trust 			

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.											
School Administrators, Teacher Teams, Guidance Counselors, School Programmer, CBOs, Network Mentors, Columbia University											
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	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-point benchmark: By December 31, 2015, each teacher will have collaboratively engaged in a minimum of 5 professional development opportunities to review student achievement data in order to plan differentiated instruction aligned with the Common Core Learning Standards and Instructional Shifts.
Timeframe: August 2015 - December 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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

Strengths

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

Needs

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

Part 2 – Annual Goal

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

By the end of June 2016, a minimum of 75% of our Parent Association and SLT parent members will have engaged in a minimum of one relevant and meaningful workshop per month to learn how their children are taught and supported

at school and to increase parent knowledge and engagement. These professional development sessions for parents will also be open to any parent / guardian/ caretaker of our students who wish to participate.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Establishment of a strong and collaborative School Leadership Team and Parents’ Association • Establishment of HSVD Family Curriculum Night to engage and inform parents and caregivers in the daily academic programs their children follow in an effort to build and maintain both transparency and trust • Ongoing opportunities for input, feedback and clarification among teachers, staff, students and parents in order to foster and maintain trust 	All parents and caregivers	September 2015 to June 2016	Parent Coordinator, School Leadership Team members, School Administrators, Guidance Counselors, Social Worker, CBOs, On-Campus Montefiore Hospital Clinic, School Safety Officers, Deans
Parent Association and School Leadership Team Collaborative retreat for review and revise the SCEP	SLT, PA	Fall 2015 and Spring 2016	School Administrators, SLT, PA, Parent Coordinator

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.

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

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	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Mid-point benchmark: By December 31, 2015 a minimum of three parent workshops will have been held and a minimum of 75% of our school's Parent Association members and SLT members will have engaged in these workshops.

Mid-point progress monitoring timeframe: September 2015 – December 2015

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Attendance at citywide job fairs, Utilization of NYCDOE Job / Application Bank, NYCDOE Open Market System, Referrals and recommendations, Professional organizations.
 <u>Strategies for Retention</u> Conferences are held with teachers and school administrators to discuss their needs and concerns and to address the respective concerns and needs. Professional Development, Coaching, Peer Classroom visitations, In-school and off-site professional development opportunities are made available to teachers based on both interest and need. We continue to collaborate with Columbia University's Teachers' College to facilitate relevant and meaningful professional development based on teachers' needs and students' academic achievement data.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Monthly professional development workshops in collaboration with Columbia University that engage and inform teachers and Administrators of instructional shifts toward Common Core; School-wide, Department and Team Meetings and workshops with a focus on designing curriculum that is aligned with Common Core and instructional shifts

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

On June 15, 2015 during the regularly scheduled professional development time (Achievement Team meetings) teachers signed up to be a part of the MOSL School Committee. This committee will meet once before June 26, 2015 (last day of classes), once during the summer and once more at the beginning of the school year. The committee consists of volunteer teachers and the school's UFT representative, who is also a member of our school's School Leadership Team. During each meeting, we will discuss possible recommendations that can be made to the Principal. We will also discuss the model for measurement and student target groups. A final recommendation will be made to the Principal during the first week that teachers return to school in September 2015.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	318,896.00	X	5a-4b, 5b-4b, 5C-4b, 5D-4b, 5E-4b
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5a-4b, 5b-4b, 5C-4b, 5D-4b, 5E-4b
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,445,248.00	X	5a-4b, 5b-4b, 5C-4b, 5D-4b, 5E-4b

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>igh School for Violin and Dan</u>	DBN: <u>09543</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ In serving our ELL population, we will strengthen their learning in core subject areas in an effort to increase graduation rates. We want to create an afterschool small group instruction where the teachers (Polonia, Lewis, Siebuhr and Madera) focus on providing students opportunities to engage in rigorous reading and response both orally and in writing (the data shows writing improvements need to occur); speaking both formally and informally in groups of both familiar and unfamiliar audiences in authentic settings; using and creating graphic illustrations to effectively communicate via technology and graphic arts. We will provide them opportunities to enhance their listening skills which is an area the NYSELAT data shows needs to improve while simulateneously engaging in rigorous audio and media presentations. The structure will be three times a week for an hour (Tuesday, Wednesday and Thursday). Wednesday will focus on reading (non fiction text) and writing with our ELA content teacher specialists Ms. Siebuhr and Ms. Madera and that will be for the 17 of our advanced ELL students. On Tuesday Ms. Lewis will engage the beginners (24 students) & intermediate (6 students) ELL students in dramatic presentations and dance performances to interpret texts, short stories and poems. On Thursday Ms. Polonia will work with the 17 advanced ELL students that the data shows are closest to passing the NYSELAT exam (based off last years data) on prepping them with strategies to approach the taking of the NYSELAT with a focus on writing. Lastly, the final component of will be supporting the students in passing their NYS regents exams which will occur on Saturdays from 10-12pm. This regents prep class will be taught by Ms. Seibuhr and Ms. Madera during the months of December and January as well as May and June. Since all ELL students need the regents prep, two weeks of prep will be devoted to the beginners and intermediate students and the other two weeks of the month will be for advanced students. In total there will be 20 weeks of the above program described from November to June (Tuesday, Wednesday, Thursday and Saturday).

Students to be served: ELLS grades 9 - 12

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

November 2014 - June 2016;

Saturday Academy 9am - 12 noon, November 2014 - June 2016

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

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

Part C: Professional Development

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

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

Begin description here: _____ Beginning August 2014 until June 2016, our teachers will engage in professional development that addresses our ELL population. Every first Monday of the month our teachers Ms. Polonia, Ms. Lewis and Ms. Siebuhr will gather to create an agenda for their subsequent Departmental Meetings that are connected to the focus of our "FIRST MONDAY P.D." sessions. Their focus will be to infuse the understanding and skills acquired during our school-wide professional

Part C: Professional Development

development sessions. Our ELL teachers will meet monthly with content area teachers after school to discuss research-based strategies that can be implemented across the curriculum with an emphasis on the shifts and the CCLS to engage all our ELL's in rigor and literacy across all subjects. Strategies to be implemented are scaffolding, differentiated instruction, assessment for learning and testing modifications where applicable. ELL teachers will also meet with our Special Education teachers to explore and deliver specialized and targeted instruction to our ELL students with special needs. This instruction will be aligned with their ability to perform based on their diagnosed disabilities. In addition to the professional development and collaboration mentioned above, these three teachers will be receiving Quality Teaching for English Learners (QTEL) training over six sessions (each session will occur monthly) beginning in December with focus on: Sustaining Academic Rigor, Maintaining High Expectations, Engaging in Quality Student and Teacher interactions, Sustaining a Language Focus, Developing a quality Curriculum and Infusing Metaprocesses in the Education of ELL students. Besides the six sessions mentioned and additional two professional development sessions will occur that will focus on Infusing Technology. One session will focus on the Smart board and the other on the use of the Electric Light Magnifying Object (ELMO).

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parents are our partners at H.S.V.D. They are invited to visit our teachers four times a year, including and not limited to student performances. We engage our parents in workshops and invite guest speakers from the NYCDOE as well as from our Community Based Organizations and our on-site Clinic to address parents' concerns as well as inform them of the services we provide for their child. We are sensitive to our parents' needs and purpose to ensure that there is a language interpreter / translator at all meetings and school gatherings. Two workshops will be provided to parents in the Fall, one will be on Engaging your child in their academics and the other on Common Core. Two workshops will be provided to parents in the Spring, one on Reading and Writing in both the primary and secondary language and the other on Common Core Session II. These workshops will be organized by the school's Parent Coordinator and attended not only by parents but by representatives of the school community. In addition, our parents are encouraged to serve on our school's School Leadership Team, along with their child.

Our parents will be invited to see their child perform in our November 2014 and our November 2015 HSVD Says NO! To Bullying Production which will be produced by our students. The focus of this performance is to inform parents' about safety at our school and to inform them of the school's Peer Mediation Program. We will also share with them the resources that are available for addressing Cyberbullying.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

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

B. Language Allocation Policy Team Composition

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

Principal Franklin Sim	Assistant Principal Julio Lopez
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Steven Littman, Caitlin Lewis	School Counselor Lillian Hernandez
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Sarita Borrero
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent Carron Staple	Other (Name and Title) Ivana Polonia, Bil. SpEd Tchr.

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	337	Total number of ELLs	46	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	16
SIFE	12	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	13

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	
TBE										0
DL										0
ENL	23	4	3	10	6	3	13	0	10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	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
TOTAL	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
TOTAL	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										8	15	8	12	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		2		0
TOTAL	0													

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
Entering (Beginning)										3	6	4	11	0
Emerging (Low Intermediate)											2			0
Transitioning (High Intermediate)											1	2	1	0
Expanding (Advanced)										7	6	4		0
Commanding (Proficient)										1	3			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										1				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										3	8	2	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		2	
Integrated Algebra/CC Algebra	19		4	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	14		1	
Physics				

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	11		3	
Geography				
US History and Government	9		1	
LOTE	3			3
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We examine the students' scores on the NYSESLAT, periodic assessments, and classroom assessments. The data shows above all that most students' oral abilities outpace their written abilities. Historically, the vast majority of our students have scored higher on the listening/speaking component of the NYSESLAT than on the reading/writing component. ESL classes therefore put greater emphasis on these latter skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We see that most of our students, particularly our significant LTE population, perform markedly better on the Listening and Speaking sections compared with Reading and Writing. The data from both exams indicates similar patterns. For this reason, we are offering ESL classes specifically geared toward improving the reading and writing skills of our ELL population.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Since in most cases, students are weaker in reading/writing than listening/speaking, instruction will emphasize the written word. Authentic literature and high-level non-fiction texts, such as New York Times articles, will be used as the focus of the instruction. Support will be given in content areas to understanding written texts and documents and producing quality writing on an appropriate high level. Curriculum has been written indicating what texts are applicable.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4. a. The ELLs are performing at a slightly lower level than their peers at the same grade level. Because they are instructed mainly in English and are familiar with the vocabulary specific to the various content areas, all but our lowest-level ELLs are taking their exams in English (although with translating dictionaries and a copy of the test in their native languages). (Our new arrivals have not yet completed any Regents courses so that they would sit for the exams.) One of our intermediate ELLs passed the English Regents with scores of more than 75.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [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?

Students are placed into ESL classes based on their linguistic needs. Based on our student population and the number of students at each proficiency level, we offer two ESL classes: beginning and intermediate. Students are grouped by ability level. Students are also placed in team teaching classes with a teacher (Ms. Lewis) who is dually certified in Special Education and ESL. All ELLs, regardless of level, are put into a section that Ms. Lewis co-teaches. Commanding students are also placed into Ms. Lewis's sections as required by State law.

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).

Evaluation is an ongoing process. We meet in grade level and content area meetings bi-weekly. Our teams meet weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students' progress based on Periodic Assessment exams and ongoing assessments in our classrooms. Our Data Specialist, Mr. Dan Rubin, produces hard data based on Periodic Assessments and standardized testing that informs instructional decisions. Guidance counselors meet with ELLs periodically to monitor their progress on their report cards.

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.

When a student arrives at our school for the first time, we collaborate with the Pupil Accounting Secretary to determine whether or not the child has an existing Home Language Survey by accessing the Biographical Report in ATS. If we find out that there is no existing HLIS, we then hand the Home Language Survey to the parent, who is asked to complete it on the spot. If it is impossible to do so, the parent is advised that it is due within ten days. The intake process at HSVD begins at the Main Office, being facilitated by the PPS secretary, Maricruz Dones (fluent in Spanish), where protocols for the intake process are being followed; the process is completed within ten school days. The HLIS is provided to the parent, who completes it with the assistance of the bilingual (Spanish) counselor, Lillian Hernandez, a trained pedagogue. Ms. Hernandez will then facilitate the conversation in terms of parent questions and answers to the form. Secondly, Mr. Littman, ESL Teacher/Coordinator, is apprised of the possible ELL status of the child, who is taken to Mr.

Littman's office for an informal oral interview in English and Spanish, if applicable. The ESL Coordinator uses a variety of assessments to determine language proficiency in English, i.e. question and answer, informal written essay, etc. If it is determined that the student qualifies to take the NYSITELL, Mr. Littman then administers the NYSITELL (and the Spanish LAB in the case of a Spanish-speaking ELL) to the student, after which it is hand-scored and aligned to the current memo of assessment in terms of the appropriate cut scores for the year. If the student is determined eligible, Mr. Littman generates the eligibility/entitlement letter and provides it to the parent at the time of intake, informing the parent now that the child is eligible for ESL services. Conversely, if a child scores proficient on the NYSITELL, Mr. Littman generates a non-entitlement letter, attesting to the fact that this student is not eligible for ESL services. In the interim, HSVD continuously analyzes the RNMR REPORT in ATS as a data source to initiate conversations with content area teachers who have ELLs in their classes. In addition, we also use the data to further scaffold and differentiate instruction in all our classes. The ATS report RLER is run by Mr. Littman to determine which students are still ELL and are eligible to take the NYSESLAT. A schedule is drawn up of students, exam times and rooms for each section of the exam and Mr. Littman tests all students in all sections until completed. This completed within 10 school days.

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).

At the initial intake, both the student and the parent are interviewed concerning any gaps in the student's education. In addition, student work is monitored in the first month of the new student's studies to determine if students are materially behind the others. If such a deficiency is thought to be cognitive and not due to SIFE issues, the AP in charge of Special Education, Ms. Sophia Pentoliros, is consulted, and it is decided whether a Special Education evaluation would be prudent. In addition, we will utilize the SIFE assessments provided by the NYCDOE, such as the questionnaire and LENS assessment.

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 LPT consists of the following personnel: Principal Franklin Sim, Assistant Principal Julio Lopez (Spanish-fluent), licensed ESL teachers Caitlin Lewis (also Special Ed licensed) and Steven Littman, Bilingual (Spanish) Special Ed teacher Ivana Polonia (as representative of the Special Ed director), Bilingual (Spanish) Guidance counselor Lillian Hernandez, and Parent Coordinator Sarita Borrero (Spanish-fluent).

When a student whose home language is other than English, the LPT convenes and reviews evidence of the student's English language development, and recommends whether the student should take the NYSITELL within 20 days. The committee will consider the HLIS, the student's history of home and school language use, assessments in the student's native language, and information about the student's disability as it relates to his/her ability to demonstrate English proficiency. If it is recommended that the student should take the NYSITELL, he/she will take the exam and be evaluated as with all students. If it is recommended that the student should not take the NYSITELL, the principal must review the decision. If the principal decides that the student should take the NYSITELL, the student does so, and will be evaluated as with all students. If the principal agrees that the student should not take the NYSITELL, the determination is sent to the superintendent/designee for review, and the parent or guardian is notified within 3 days of the decision. If the superintendent or designee determines that the student should take the NYSITELL, the student does so, and evaluation proceeds as with all students. If the superintendent or designee agrees that the student should not take the NYSITELL, the parent is notified, and the ELL identification process ends. The student will then not be designated an ELL. Student's parent or guardian is included and informed. As soon as a student is identified as an ELL they begin to receive services immediately.

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.

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

In conjunction with the viewing of the parent video, the Program Selection Form is then provided by Mr. Littman to the parent to ascertain their choice of program, according to preference. In virtually all cases we have seen, determination of ELL status can be determined at the time of the initial interview (i.e. newly arrived students who speak no English and cannot answer any part of the NYSITELL.) This form is handed to the parents after the question and answer portion of the video session. However, in cases wherein the parent would request to take home the form to review, we then employ the Parent Coordinator to follow up in the retrieval process in a timely manner. The Parent Coordinator will serve as a liaison between the school and the parents of ELL's and will distribute entitlement and non-entitlement letters and oversee the completion and collection of all forms. Forms will be given by Ms. Borrero to students to bring home and collected from them the following day or the one after that. Follow-up calls home will be made daily when the forms are not returned. All forms are stored in the students' cumulative envelopes and a database is maintained with the choices and contact information for the parents.

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).
This is done as part of the initial parent consultation, after the video is shown. Mr. Littman, the ESL Coordinator, arranges for the parents to watch the video, after which a discussion of the student's options, including the appeals process, takes place. Parents also receive written materials outlining this information. In the event that a parent appeals, all records of correspondence are kept in room 508 (ESL Coordinator office) or with the guidance counselor. However, thus far, no parents have appealed.
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.
As indicated above, parents are provided with this information at the initial consultation, by viewing the orientation video, and in consultation afterward. Since we only have a freestanding program, we inform the parents that for now, the student will be placed in this program, and we indicate to the parents what they have to do if they prefer that their child be in a different program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
As indicated above, this is usually accomplished at the initial consultation. If a parent cannot complete the forms immediately, we would first ask the student to remind his or her parent to do so and return them, and if that were not successful, we would call the parent at home. (We have not needed to take these steps yet, as we have always had the cooperation of the parents at the initial consultation.) Our Parent Coordinator, Sarita Borrero, is responsible for the outreach and does so in the parent's preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
This has not been an issue so far, as parents have been willing to complete the forms at the initial consultation. However, as indicated immediately above, we would first ask the student to remind his or her parent to do so and return them, and if that were not successful, we would call the parent at home. All forms are collected and stored in Student Cumulative Folders.
9. Describe how your school ensures that placement parent notification letters are distributed.
Generally, notification letters are given on the spot at the initial consultation. If this is not possible, the student would take the form home to the parent. An additional copy will be mailed to the student's home as well. All correspondence is sent home in both Spanish and English, so that parent's preference is accommodated. Additionally, our Parent Coordinator, Sarita Borrero and our ESL Coordinator, Steven Littman, are responsible for all translations.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation is placed into the students' cumulative folders, which are securely located in the main storage facility in Room 508; a unique key unlocks the door.
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.
Throughout the school year, it is stressed that it is very important to pass the NYSESLAT in order to demonstrate how much they have learned and progressed over the school year. Students are reminded when the NYSESLAT is coming and reminded again of the advantages of passing it.

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

A make-up session for the main testing schedule is distributed to the affected students the day after the first administration and follow up is made until all students are tested. ATS report (RELC) is used to determine NYSESLAT eligibility.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Notification letters are handled by the ESL Coordinator, Mr. Littman, during the first week of the school year. All correspondence is sent home in the students preferred language. All translations are made by our ESL Coordinator and our Parent Coordinator (Steven Littman, and Sarita Borrero).
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).

Since HSVD is a 9-12 school, we get our students through the high school application process, whereby students already attending a New York City public middle school request their high school placement. In cases wherein we have over-the-counter registration, parents have chosen free-standing ESL historically for the past five years. This is evidenced with the results of the parent selection form as we tabulated it longitudinally to determine any trends or patterns. For the past 5 years, there has been a minuscule number of over-the-counter ELL students registering at HSVD. All parents have requested what the school offers.

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.
Stand-alone beginning and intermediate ESL classes are given to all students who scored at the first two NYSESLAT levels for 315 minutes/week. They receive ELA instruction through the ESL teacher. In addition, students in all ESL levels are placed in a social studies class co-taught by a certified ESL teacher (Ms. Caitlin Lewis) and a certified social studies teacher for 250 minutes/week. This enables all students to receive more than the minimum ESL class time required. Those above the second NYSESLAT level also take ELA with a certified ELA teacher, as outlined in the charts below.
 - 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)?
We offer a stand-alone ESL program which fulfills the requirements as indicated in the Chart 5.2 below. Stand-alone beginning and intermediate ESL classes are given to all students who scored at the first two NYSESLAT levels for 315 minutes/week. Two certified ESL teachers teach these classes (Ms. Caitlin Lewis, Mr. Steven Littman). These students receive ELA instruction through the ESL teacher. In addition, students in all ESL levels are placed in a social studies class co-taught by a certified ESL teacher (Ms. Caitlin Lewis) and a certified social studies teacher for 250 minutes/week. This enables all students to receive more than the minimum ESL class time required. Those above the second NYSESLAT level also take ELA with a certified ELA teacher, as outlined in the charts below. All entering students receive their 540 minutes of service.
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.
Core content in Social Studies, Math and Science is delivered in English by licensed content area teachers. The ESL teachers push into some of the classes to the extent required for each level of English proficiency while those who are required to take a stand-alone ESL class are taught by a licensed ESL teacher for the appropriate number of minutes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The bilingual counselor and the ESL teacher, who is fluent in Spanish, interview students to determine fluency in Spanish. In the case of a new student whose native language is not Spanish and no one can be found who speaks that language, the DOE's translation services are used. In addition, students are asked to provide a writing sample in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Classroom assessments are required to focus on all four modalities, either within the same assessment, or serially through series of brief discrete assessments. Emphasis is on listening and reading skills, as the results of the NYSESLAT consistently show that these two areas are the weakest for our students, some of whom have ADHD and/or reading disabilities. Daily formative assessments are used in class to assess students. 2-3 interim assessments are given throughout the school year and two summative assessments are given throughout the year.

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

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

- a. After a student is identified as SIFE, we schedule teachers to provide three periods a week for homework help and content assistance. These classes are used to help students understand the content and keep up with the work of their core content classes. The ESL teacher interacts with content teachers to see which students need the most help in various subjects.
- b. For newcomers (who are usually beginners) we place the student in an ELL block where an ESL teacher provides support in content classes. In addition, they are given a separate ESL class to work on literacy five days a week.
- c. For students who have been ELLs from four to six years, we use the ICT model to provide support in core classes, and, depending on skill level, assign the student to a separate ESL class.
- d. In order to meet the needs of long-term ELL's at HSVD, we have implemented an ESL instructional program in a hybrid push-in/pull-out (push-in for content areas; pull-out for ESL) model. We have found this model to be very effective in helping and meeting the needs of LTEs to improve their linguistic and academic skills so that they become English proficient, meet state standards, and promotion/graduation programs.
- e. Former ELLs who are entitled to services up to two years after exiting ELL status are grouped with the advanced ELLs for the classes in which Ms. Lewis, our certified ESL teacher, co-teaches with the content area teacher.

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.

Because re-identified students can be placed into sections in which they continue to receive services (see Answer 6e above), there would be no difference in their programming for a period of two years; therefore, re-identification as ELL or non-ELL would have no effect on their progress. (Such designated sections always have both ELLs and non-ELLs in them.) Once an appeal is settled, the issue can be reassessed, and a determination can be made for a student to be moved to a wholly non-ELL setting if it is deemed beneficial. Our ESL coordinator, Steven Littman, is responsible for the initial and re-identification process.

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?

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

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?

Students with special needs are grouped within class sections that are co-taught by a licensed Special Education specialist who also has an ESL license (Ms. Lewis) and a licensed content area teacher. These sections contain special-needs and general education students together at all times. A program developed at our school, Extended Time on Task (ETOT), allows students

Chart

to complete work after the assignment is due. (ETOT is open to all students.) Students with special needs are also allowed extended time on all exams, as stated in their IEP's. We allow students who need more time in Math to complete courses in three semesters rather than two, when appropriate; however, all students are initially given the opportunity to complete these courses in two semesters, and are expected to make an effort to do so. For math and all other academic courses, PM school classes allow students to make up credit when necessary. Also, credit recovery courses are given during the school day that allow students to make up missing credits at their own pace with the guidance of a licensed teacher. SWD's are programmed alongside general education students 100% of the time.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

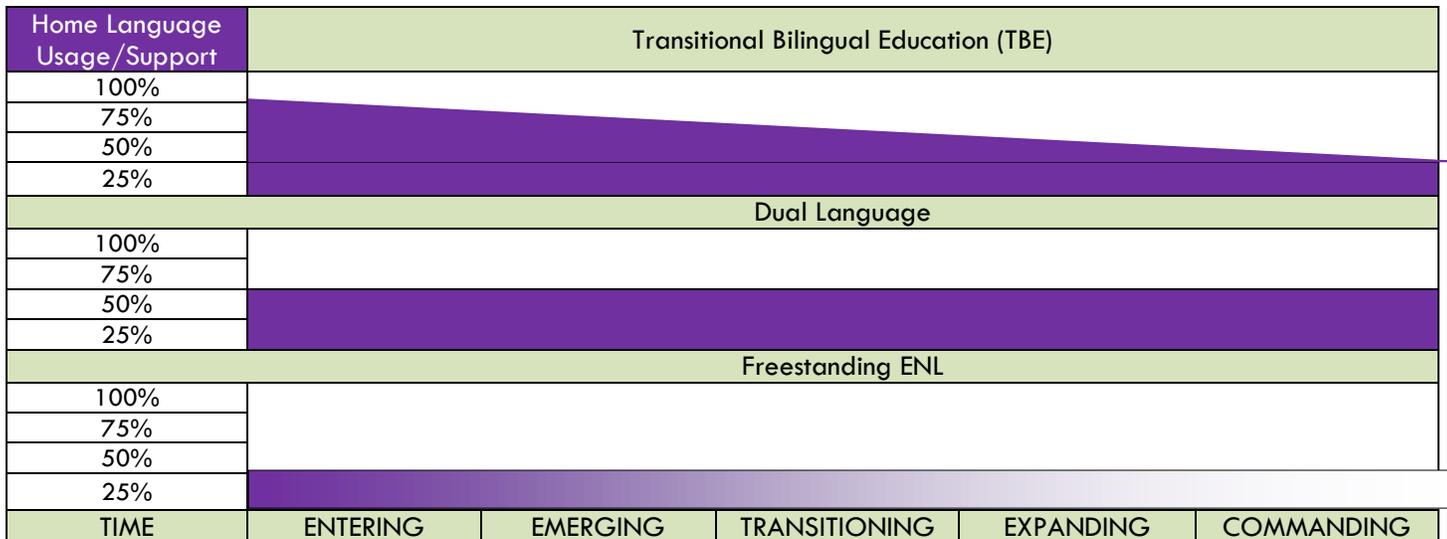


*Note: “other approved services” does not apply to New York City at this time.

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.
We provide a variety of intervention services. After-school and Saturday tutoring and courses will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. Struggling students are mandated to attend PM school in order to make up for deficient credits and skills.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ESL program puts the greatest emphasis on the modalities that need the most improvement overall: listening and reading. The ESL classes are taught with a method that incorporates listening and reading at the same time for at least 15 minutes per day. Because the NYSESLAT was completely overhauled in 2015, meaningful comparisons between this year's exam and previous exams are difficult. However, in previous years, the majority of our students moved up at least one proficiency level.
12. What new programs or improvements will be considered for the upcoming school year?
We are implementing a program, Project BIG, in which older students buddy up with younger students by grade. It is called Project BIG. The purpose of this program is for older students to guide the younger ones through situations that they might be familiar with, but that the younger students may not be. In addition, another new program, Project I AM, will allow students to use various art forms (dance, music, visual arts) to represent their knowledge of content area subject matter. This may be a good starting point for ELLs who are not fully fluent in English. A third program, Passport Portfolio, will be introduced in which students are taught through special sessions how to navigate important documents that they will encounter throughout their high school careers, such as their transcripts and the college essay. This will be presented by the administration and other staff via special classroom visits.
13. What programs/services for ELLs will be discontinued and why?
No programs are scheduled to be discontinued at the present time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. The ESL teacher is responsible for making sure that their students are included. Programs include Computer Club, advanced dance and orchestra, sports teams, book club and events such as dances and recitals. ELL's are also enrolled in all classes (except ESL) alongside English-dominant students.
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.
Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards. Teachers also use guided note-taking graphic organizers and have students do dictation. In addition, we utilize word walls with pictures and Spanish translations. We have four laptop carts that we employ for many of our programs and projects. Curriculum planning and mapping custom-designed to meet our students' needs are done through the website Rubicon Atlas (<http://cfn406.rubiconatlas.org/c/pi/v.php/Atlas/Authentication/View/Login>). Written materials in content areas, such as readings and assignments, are translated into Spanish for those who require it.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.
- Newcomer ELLs are provided with testing accommodations including:
English and Spanish language versions of both in-class and Regents assessments in the content area.
Bilingual dictionaries for ELA class and the Regents.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Materials used are written for high school students and reflect themes relevant to adolescents. For example, novels such as "The Outsiders" and "Johnny Tremain," written on a high-interest level with outsider and coming-of-age themes, are used in ESL classes to

improve reading and vocabulary and give students an understanding of the literary elements they must know for the ELA Regents. Content areas are taught with ELLs alongside non-ELLs as they study grade-appropriate subjects.

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).

We have an orientation program for all new students to the school.

19. What language electives are offered to ELLs?

Spanish, Italian, Korean and French are currently offered.

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.)

Every Monday we meet as a whole staff for one hour and fifteen minutes and have professional development. The plan for this year so far and moving forward is as follows: In August we learned about the vision of the school, classroom expectations, the important components of School Wide goals and initiatives, the three A's and C's (College/Career, Commitment and Confidence) and through team building activities we learned to work together in a variety of ways. In September we received PD on having difficult conversations with staff members to make our team meetings more effective, we worked on baseline assessments within teams for our students, and we discussed discipline data and concerns. We also received PD on the quality review. Our ELA department head provides a monthly PD all around literacy. In October we discussed CEP goals, we received professional development on strategies to implement with our English Language Learners and how they connected to the common core standards from our ELL network specialist, worked on curriculum maps and will discuss discipline by reviewing the data and creating next steps. In November we will receive professional development from Roberta Kang and Adele Bruni from Columbia University (Teacher's College) on applying rubrics. We also learned how to use protocols to look at student work as well as look at assessment data to create next steps in Literacy. In December we will be looking at student work focusing on our English Language Learners and will look at more discipline data while we reflect on classroom management strategies. Besides the professional development mentioned above, our bilingual guidance counselor addresses the psychosocial needs of the students, providing sessions that are mandated and that arise situationally. She also does group guidance with 9th and 10th grade classes. All students in grades 9 and 11 receive support from their BIG mentors, that consist of important components necessary to the adjustment to high school. For example, graduation requirements, Chancellor's code of discipline, note-taking skills through cornell notes, how to organize your passport portfolio, who is who at our school so they know who to go to with an issue or particular support in a certain area, goal setting and conflict resolution. Many students take the AVID elective, which provides support in how to be a successful high school student. We will be collaborating with Bronx International, a school within our campus, on providing PD to our teachers, specifically about scaffolding in classroom to build reading and writing skills.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ELL coordinator can attend any to all ELL PD's the network provides throughout the school year. Our monthly literacy PD supports all teachers that instruct ELL students, especially since the data is clear on where the weaknesses exist with our ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

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

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?

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

To encourage parent involvement at HSVD we: conduct yearly Parent's Association elections for Executive Board members; conduct monthly Parent's Association meetings; through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education; hold orientation meetings during the summer and fall to present the overall goals of our school, as well as specific grade/class goals; conduct outreach activities and training parents; distribute all notices in English and Spanish; provide resources for family outreach to assist and inform parents, and involve them in the school community; encourage parents to network with each other and to communicate with school staff; maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs; meetings are scheduled at various times during and after the school day to accommodate parents; bilingual parent newsletter; annual open house; activities open to parents, such as the annual picnic, senior breakfast, Project I.A.M. performances and Second Cup of Coffee.

Parent contact will be made through monthly calendars, letters and phone calls (by staff and school messenger) to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website. All written materials are translated into Spanish by bilingual staff members; these staff members also provide oral translations when required.

2. 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.

Every Tuesday afternoon is set aside for parental contact. Logs are kept of telephone calls made. In addition, logs of parent-teacher conferences are maintained. Curriculum Night is held annually to allow parents to find out what their children are being taught. Our parent coordinator, Ms. Borrero, makes calls to parents on behalf of the staff periodically (for example, to notify them of important events, such as Regents exams). Our Parent Coordinator, Sarita Borrero, and Guidance Counselor (Lillian Hernandez) complete outreach in English and Spanish. Additionally, we have several bilingual staff members, who can provide translation services in Spanish as needed. These staff members include: Ivana Polonia (UFT), Caitlin Lewis (UFT), Yesika Sanchez (CBO), Waleska Bonifacio (CBO). Our Parent Coordinator also is the liason to the translation unit, should we have a parent requesting translation in another language besides Spanish.

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

Parents of ELLs may be involved in all our activities, such as the school leadership team, school picnic and parent-teacher conferences, to support the needs of the parents. Our Parent Coordinator, Sarita Borrero, sends all correspondence regarding school events and meetings to homes in both English and Spanish. She also sends phone messages via School Messenger in English and Spanish. Lastly, when events are approaching she reaches out to all homes and keeps records of her contact.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with CBOs such as: Feetz-to increase parent involvement and support college and career through trips and Alchemy-to support student social emotional and project B.I.G. as well as character building Bronx Arts Ensemble- to support attendance and performance assessments. Within our own staff and on our CBO team, we have members who can provide translation services in Spanish. Our Parent Coordinator, Sarita Borrero, and Guidance Counselor (Lillian Hernandez) complete outreach in English and Spanish. Additionally, we have several bilingual staff members, who can provide translation services in Spanish as needed. These staff members include: Ivana Polonia (UFT), Caitlin Lewis (UFT), Yesika Sanchez (CBO), Waleska Bonifacio (CBO). Our Parent Coordinator also is the liason to the translation unit, should we have a parent requesting translation in another language besides Spanish.

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

We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students. The Learning Environment Survey is used as data to inform our decisions. Our Parent Coordinator, Sarita Borrero, and Guidance

Counselor (Lillian Hernandez) complete outreach in English and Spanish. Additionally, we have several bilingual staff members, who can provide translation services in Spanish as needed. These staff members include: Ivana Polonia (UFT), Caitlin Lewis (UFT), Yesika Sanchez (CBO), Waleska Bonifacio (CBO). Our Parent Coordinator also is the liason to the translation unit, should we have a parent requesting translation in another language besides Spanish.

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

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

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.

School Name: **HS for Violin and Dance**

School DBN: **09X543**

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)
Franklin Sim	Principal		1/1/01
Julio Lopez	Assistant Principal		1/1/01
Sarita Borrero	Parent Coordinator		1/1/01
Steven Littmna	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Caitlin Lewis	Teacher/Subject Area		1/1/01
Ivana Polonia	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lillian Hernandez	School Counselor		1/1/01
Carron Staple	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	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: 0 **School Name: High School for Violin & Dance**
Superintendent: Carron 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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

The HLIS indicates in detail the language(s) that are spoken at home and that are used with various family members, specific to the four modalities of language (listening, speaking, reading and writing). It also asks parents these questions:

1. In what language would you like to receive written information from the school?
2. In what language would you prefer to communicate orally with school staff?

ATS also gives home language information, and parents have another opportunity to provide this information on emergency contact cards. Parents are also asked in person when they arrive with their children for intake. The Parent Coordinator, Ms. Borrero, is fluent in Spanish and can make a determination of the parent's fluency and comfort level in English.

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.

At present, only Spanish-speaking parents have expressed a need to receive communication (written and oral) in their native language.

Part B: Creating a Communications Calendar

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

Newsletters are created every two or three months. They are printed with English on the left and Spanish on the right. All types of letters and general information circulars are also sent out in both English and Spanish. The newsletters generally contain information such as the school calendar (including testing dates) and activities available to all students. Teacher's progress reports will be translated to Spanish.

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.

Parent-teacher conferences and curriculum nights are held four times a year, in September, November, March and May. In addition, our attendance teacher, Ms. Navas, is fluent in Spanish, and we have a Spanish-fluent guidance counselor, Ms. Hernandez; ESL Coordinator, Mr. Littman; ESL teacher, Caitlin Lewis; Assistant Principal Julio Lopez and Parent Coordinator, Ms. Borrero, as well.

Part C: Providing Language Assistance Services

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

All documents listed in Part B, Answer 1 are translated by Mr. Littman and other Spanish-fluent pedagogues. Translation services will be provided by the Translation & Interpretation Unit if the need arises.

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.

As specified in Part B, Answer 2, we have several faculty and staff members fluent in Spanish who can provide translation for anyone who requires it. Should the need arise for other translation, we will utilize the over-the-phone interpreters at the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

Staff members will receive the Translation and Interpretation Brochure at the Monday Professional Learning meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

A sign informing parents of their right to translation service will be posted at the entrance of the school. The parents' bill of rights will also be posted and will be made available to parents as well. Parent Coordinator will ensure our parents receive the Parents' Guide to Language Access. AP Lopez will oversee Language ID Guide at security desk and main office.

Part F: Monitoring and Quality Control

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

Parent surveys will be conducted annually to provide feedback to the school on the quality and available of services and other matters. Our CBO partner (3A's coordinators) will survey parents over the phone.