



SPECIAL MUSIC SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: SPECIAL MUSIC SCHOOL
ADDRESS: 129 WEST 67 STREET
TELEPHONE: 212-501-3318
FAX: 212-501-3339

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310300011859 **SCHOOL NAME:** Special Music School

SCHOOL ADDRESS: 129 WEST 67 STREET, MANHATTAN, NY, 10023

SCHOOL TELEPHONE: 212-501-3318 **FAX:** 212-501-3339

SCHOOL CONTACT PERSON: Katherine Banucci Smith **EMAIL ADDRESS:** KSmith18@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristen Palmieri

PRINCIPAL: Katherine Banucci-Smith

UFT CHAPTER LEADER: Amy Ward

PARENTS' ASSOCIATION PRESIDENT: Grace Lim

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: DANIEL FEIGELSON

SUPERINTENDENT: Sara Carvajal

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Katherine Banucci-Smith	*Principal	
Amy Ward	*UFT Chapter Designee	
Grace Lim	*PA/PTA President/ Financial Liaison	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Linda Chemtob	CBO Representative, Kaufman Center	
Jenny Undercofler	Staff Representative (Music Director); Timekeeper	
Kristen Palmieri	Staff Representative; SLT Chairperson	
Edie Erwin	Parent Representative; Secretary	
Cynthia Lilly	Staff Representative	
Tess Roney	Parent Representative	
Jennifer Kingston	Parent Representative	
Michelle Marquez	Parent Representative	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Special Music School was founded in 1996 and was originally called The Special Music School of America. Inspired by the "spetsshkola," special music school system of the former Soviet Union, many members of the music faculty are Russian-conservatory trained musicians.

The Special Music School (New York City Public School 859) is a unique New York public school for musically gifted children. The school is run as a public/private partnership between the New York City Department of Education and the Kaufman Center, a not-for-profit, multi-arts organization. The Department of Education funds the academic portion of the students' education, while the music program is funded by private donations through the Kaufman Center.

Intended for children with high musical potential, the Special Music School provides a rich musical and demanding academic education for grades K-8 through an integrated curriculum with a primary focus on music. Children have two private lessons per week in piano, cello, violin, flute, or clarinet, as well as classes in music theory, chorus, and dance.

In the fall of 2006 the Special Music School established the after-school Young Artist Program for grades 9–12. It offers music students intensive after-school study courses. Each week students have classes covering ensemble coaching, literature and composition, music theory, and ear-training. Students also perform in chamber music and solo recitals.

The school continues to be one of the highest achieving schools in the New York City Public School system. Students from all five boroughs of New York City are eligible to apply for admission, which is by audition. Admission is extremely competitive. In recent years there have been as many as 500 kindergarten applicants for 15 spaces. The total enrollment for all grades (K-8) is approximately 135 students.

Our Mission

The mission of the Special Music School of America is to provide schooling to musically gifted children through a combination of highly structured instrumental training and a standards-based academic program. The School prepares musically gifted children for professional music careers while recognizing that not every student will choose such a career.

The underlying philosophy informing the structure and operation of the School is the belief that music education for gifted pupils requires:

- 1) extensive opportunities to work with an outstanding instrumental faculty on a one-to one basis,
- 2) a structured, sequential music curriculum,
- 3) opportunities to perform before audiences and,
- 4) a program of close interaction between general academic and musical studies.

It is our goal to see each child reach his or her maximum academic and musical potential. Our vision is that all Special Music School students will become life-long learners and critical thinkers in the context of a caring, respectful, and safe learning environment.

We encourage meaningful parent involvement in all aspects of the educational process, fully recognizing the importance of the home/school partnership as an essential component for maximizing each child's growth and development.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name: Special Music School									
District:	3	DBN #:	03M859	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K			0				TBD		
Kindergarten			14	Student Stability - % of Enrollment:					
Grade 1			15						
Grade 2			15	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3			16						
Grade 4			15	Poverty Rate - % of Enrollment:					
Grade 5			14						
Grade 6			15	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7			14						
Grade 8			15	Students in Temporary Housing - Total Number:					
Grade 9			0						
Grade 10			0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11			0						
Grade 12			0	Recent Immigrants - Total Number:					
Ungraded			1						
Total			134	(As of October 31)	2007-08	2008-09	2009-10		
							1		
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained			0	Principal Suspensions			TBD		

Classes									
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions					TBD
Number all others			1						
<i>These students are included in the enrollment information above.</i>			Special High School Programs - Total Number:						
			(As of October 31)		2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)			CTE Program Participants					0	
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants					0
# in Transitional Bilingual Classes			0						
# in Dual Lang. Programs			0	Number of Staff - Includes all full-time staff.					
# receiving ESL services only			2	(As of October 31)	2007-08	2008-09	2009-10		
# ELLs with IEPs			0	Number of Teachers					TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			Number of Administrators and Other Professionals						TBD
			Number of Educational Paraprofessionals						TBD
Overage Students (# entering students overage for grade)			Teacher Qualifications:						
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
			TBD	% fully licensed & permanently assigned to this school					TBD
			% more than 2 years teaching in this school						TBD
Ethnicity and Gender - % of Enrollment:			% more than 5 years teaching anywhere						TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher					TBD
American Indian or Alaska Native			0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)					TBD
Black or African American			8.2						
Hispanic or Latino			9.7						

Asian or Native Hawaiian/Other Pacific Isl.			23.1	
White			55.2	
Multi-racial				
Male			48.5	
Female			51.5	

2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR Yes No identification:

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							

Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

CHILDREN FIRST ACCOUNTABILITY SUMMARY	
Progress Report Results - 2008-09	Quality Review Results - 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.	
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.	
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf	

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?



What student performance trends can you identify?

Students at SMS typically perform on or above state standards as identified on the New York State English Language Arts and Mathematics assessment. This year the *Wall Street Journal* reported the top performing schools of New York City and placed SMS as number 7 based on our state test scores. They also placed our 4th grade as number one in the city, many of those students receiving perfect scores on their state math tests. In addition, our school received an "A" on our 2009-2010 Progress Report for Student Performance. 95.4% of our students in grades 3-8 meet or exceed state standards in English Language Arts, 97.7% of our students in grades 3-8 meet or exceed state standards in Mathematics.

Even though several schools had their scale scores and performance levels drop considerably last year, SMS students on average did not drop significantly. For example, while the city dropped an average of 37.1 scale score points on their 3rd Grade Mathematics Test, SMS scores on the 3rd grade Mathematics test only dropped .8 scale score points. The city dropped 25 scale score points on average on the 8th grade Mathematics scores, whereas SMS scores rose 4.8 scale score points. Similarly, on the English Language Arts Test 5th graders across the city on average went down 28.5 points whereas at SMS only fell .9 points. In 7th grade the city fell 32.7 points, whereas the SMS 7th graders rose one point. Overall, then, this data shows that even when schools across the city failed to meet the new academic expectations dictated by the state, the students at Special Music School continued to perform exceedingly well.

Although our school tends to perform well on these tests, SMS still lags behind other high performing schools in its ability to demonstrate percentile growth for each child. For example only 84% of our students in grades 3-8 showed percentile growth in English Language Arts as identified on the State Test, and only 80% of our students showed percentile growth the State Test in Mathematics. More concerning is our work with children who are considered to be our lowest performing students. Of our lowest third, only 66.2% showed percentile growth in English Language Arts as compared to the City's average of 74.7%. In Mathematics, SMS made 73.9 % percentile growth with our lowest third, whereas the City averaged 89.9 percent progress with their lowest third. It should be said that the margin of improvement for students who perform at already high standards is smaller than for a student who may already perform at a significantly lower score, but, we still fall short of our peer schools in making similar gains in student progress, and in making gains with our lowest third population.

It should be noted that SMS fared similarly its English Language Arts and Mathematics scores in the aggregate (95.4 % in ELA, and 97.7 in Mathematics), and this is also our first year of receiving disaggregated scores from PS 199. Additionally, it has been hard for SMS to capture interim and predictive data in order to better objectify student performance trends because the assessment methods used to capture student

performance only measured state standards in each grade and as seen in the State Exams above, many of our students were exceeding state standards.

What have been the greatest accomplishments over the last couple of years?

In July 2009, SMS received school status from the Department of Education. Before this we were considered a program of Public School 199. Therefore all budgetary decisions, many curricular decisions and our test data were interwoven with the program at PS 199. Under that structure, Special Music School was not allowed the autonomy to align resources with the needs of our students, as well as make larger curricular decisions based on our test scores.

In addition to receiving school status our school also changed its leadership structure. The C-30 committee was formed and appointed a Principal who was not from our community but one who was chosen based on curricular expertise, management and her ability to set a vision for the school in the upcoming years. This change in leadership was a monumental step driven by the fact that the community of SMS teachers, parents and staff wanted change for the school.

What are the most significant aids or barriers to the school's continuous improvement?

Barriers: One of the greatest barriers for our school has been the financial limitations that come with a per-child funding formula for a very small school. Every year we are allocated a budget that will not support the educational model of one classroom per grade for the school. Therefore, staffing decisions are always tenuous at the end of the year because of the appeals process that the school must face with the central administration to correct our funding for the year.

Our small size creates many other barriers for our program. We continue to have a very small allotment of out-of-classroom funding (i.e. funding for professional development, supplies, preparatory programs.) Additionally, because of our small size (one classroom per grade), each teacher works in isolation in order to plan lessons, grade expectations and projects. Our school also relies on a large amount of funding from our small parent body to supply classrooms with instructional materials, and to provide supplementary programs such as the National Dance Institute.

Another barrier to continuous improvement is the delicate balance we try to maintain between the high expectations for our students' musical growth as well as the high expectations for academic growth. All of our students are expected to participate not only in rigorous academic study, usually above grade standards, which demands follow-up work at home; but they are also expected to perform on their musical instruments at above age standards, which demands a daily commitment of practice time sometimes as long as two or three hours. The overall burden on the children and their parents great, and although the school has attempted to balance homework and practice expectations for children there still lies an open question of "what is the best balance for children" that is continuously discussed by staff, administration and families.

Our final barrier is the tension that exists between the constituents of our school community (i.e. music staff, academic staff, parents.) SMS was originally modeled on the special music schools of the former Soviet Union, which are programs that emphasize the training of professional musicians while de-emphasizing the need for a complete academic education. In addition, many of our highly qualified music teachers are themselves balancing the needs and demands of both teaching and performing, which means that they are not typically present at the school for the same number of hours weekly as the academic teachers. Finally, many of the music teachers are used to working one-on-one with students and are unused to the process of collaboration that informs the work of the academic teachers. All of these factors result in a low but constant level of tension between the 'wants' of the music faculty, the 'wants' of the academic community, and the needs of families. As one parent expressed in a recent SLT meeting, many of the music faculty feel unconnected to the

rest of the school community because they are isolated in a practice room for most of their work. Conversely, many of the academic staff have expressed concerns over having enough time in the academic class to allow for all content areas to be taught as in a traditional school. This tension between faculties and families remains a constant barrier for our community. Evidence of this tension can be noted in the School's 2009-2010 Progress Report wherein the school received a 'B' for School Environment.

Aides: Though our barriers seem ever-present in the lives of students and faculty at SMS, our aides are much of the reason we maintain a community that continues to grow and flourish regardless.

First, our community is a literate community. It is a rarity to find a child at SMS who doesn't have a novel in their backpack or is not sitting in the hallways, waiting for their class to begin, totally engrossed in the latest fantasy novel. Our children love reading and they love talking about books. As one teacher stated, "our children inhale plot." Many of them read literature that exceeds state standards. In addition, our classrooms are filled with books; each literacy classroom has a full library of rich materials that students consume during independent reading time. Finally, our children love talking about books and they do so naturally. Every morning the children and the Principal meet to prepare themselves for the day. When the children share their thoughts, it is common for a child to share that they are so excited today because they get to read a new chapter in their read aloud, or that they just got the latest book in their independent reading series. The fact that students enjoy books, and enjoy talking about them, is an enormous aide in helping children grow as readers, writers, and speakers.

The second aide is our highly supportive parent community. To begin with, they raise a significant amount of money annually to support the Kaufman Center so that our private partners can continue to fund the music program for our children. In addition, our parent body also supports the academic program financially with instructional supplies, recess equipment and funding for the National Dance Institute program. More than financial support, the parent community contributes a lot to the spirit of our school community. They organize a significant amount of community events which allows parents to make connections and feel supported, they support parents with individual concerns, and they have multiple ways of communicating and collecting information from parents

A third aide to continuous improvement is our private partner, the Kaufman Center. The Kaufman Center funds and organizes the music program for our children. This includes weekly private instrument lessons for every student, in addition to theory, music history and choral classes. The Kaufman Center also oversees a comprehensive admission process that identifies students based solely on innate music aptitude, for grades K-2 (older students must audition on a musical instrument). Parents from all over the city are encouraged to participate in this culturally blind admissions screening. Overall, the Kaufman Center administrative staff works in tandem with the academic administration in creating the best possible education, both academic and music, for every student who attends the Special Music School.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To implement a more cohesive approach to teaching mathematics that uses the Math Performance Series Assessment to better measure student progress and inform our classroom instruction and practices in Grades 3-8. By June 2011, our lowest third of Grade 3 students will demonstrate a 5% increase in scale scores on the NYS math exam.	<input type="checkbox"/> Improvement of mathematical practices and change in mathematical assessments in order to better address the rigorous needs of our community.
<input type="checkbox"/> By June 2011, we will better link our use of assessment and instruction in order to differentiate our curriculum in literacy as measured by 5% of 5 th grade students moving two reading levels on the Spring DRA and 30% of fifth graders demonstrating a minimum of 1% percentile growth on the State ELA exam.	<input type="checkbox"/> Literacy
<input type="checkbox"/> By June 2011, we will have taken steps towards developing a community wide culture that enables teachers, staff and parents to better support student learning and social development as measured by a 90% increase of teachers responding to the 2010-2011 Learning Environment Survey.	<input type="checkbox"/> Community Building
<input type="checkbox"/> By June 2011 our music and academic staff will work together in order to better arrive at a unified understanding of how our institution educates a child musically and academically to become a 21st century musician as measured by attendance and participation at biannual joint faculty meetings.	<input type="checkbox"/> Collaboration between music and academic programs

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area **Math**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To implement a more cohesive approach to teaching mathematics that uses the Math Performance Series Assessment to better measure student progress and inform our classroom instruction and practices in Grades 3-8. By June 2011, our lowest third of Grade 3 students will demonstrate a 5% increase in scale scores on the NYS math exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Open position for Math Staff Developer; include on staff by September 2010 • Purchase TERC Investigations curriculum and materials for K-4 classrooms. • Support teachers to pursue summer and school-year staff development and training at relevant institutes and workshops. • Weekly teacher meetings with math staff developer in order to observe, refine and differentiate our mathematics curriculum and pedagogy. • Weekly common planning periods for mathematics and classroom teachers around mathematics pedagogy and the mathematical practices outlined in the National Core Curriculum Standards. • Monthly faculty meetings which discuss and refine the teaching of mathematical practices in the classroom. Discussion of how to achieve a coherent approach between grades. • Assessment of all students using the Math Performance Series assessment. • Review and analysis of the results of the Math Performance Series assessment, in comparison with the results of the 2010 New York State Math tests, to identify areas of student need and inform classroom practice. • Supervise the Inquiry Team to identify the lowest third of the third graders and target the learning needs of these students • Inquiry Team will provide feedback to staff regarding their findings • Identified students will be encouraged to attend extended day (37.5 minutes)

	<ul style="list-style-type: none"> • Parents will be informed and encouraged to have students attend 37.5 minutes of additional instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Personnel funds for .5 math staff development position. • Weekly common planning periods for staff developer with K-5 classroom teachers, and 6-8 grade math teacher. • Monthly faculty meetings for all teachers. As well as per session funding for afterschool work with math staff developer or additional trainings. • Per diem and Per session funding for workshops and courses directly related to the advancement of mathematical practices in the classroom (e.g. summer and school-year "Math and the City" institutes, and Metamorphosis Core Curriculum Standards Calendar Days) for all teachers. • Children's First Network funding to allow Math Content Specialist, Carol Tieg-Mossessen, to create a mathematics residency for our teachers. <input type="checkbox"/>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Hiring of part-time math staff developer (September 2010) • Purchase of TERC Investigation materials (K-4) (September 2010) • Completion of professional development courses by math teachers (Summer 2010 through June 2011), relating to TERC, to consistency in mathematical practice, and to the National Core Curriculum Standards in mathematics. • Regular meetings between teachers and math staff developer: by December 2010 all mathematics teachers will have worked with the math staff developer for at least 10 planning periods and 10 co-teaching periods; by June 2011 all teachers will be trained and advised on relevant pedagogy supporting mathematical practices by Network Specialists and staff developer. • Regular discussion among teachers between grades: Agendas from monthly faculty meetings throughout the year will note focused support of mathematics instruction. • Evidence of instructional planning that incorporates data findings identifying areas of student need from the Math Performance Series Assessment and the New York State Math Test item analysis and on-going assessment.

	<ul style="list-style-type: none"> • Classroom observations of implementation of the TERC Investigations Curriculum in grades K-4 and Mathematical Practices as stated in the National Core Curriculum, that note students: making sense of problems and persevering toward solutions, reasoning abstractly and quantitatively, constructing viable arguments that critique others' reasoning, modeling with mathematics, using appropriate tools and strategies, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning • By June 2011, mathematics lessons will incorporate more “accountable talk”, and also more student representations of varied mathematical thinking. • By June 2011, a K-8 collection of student samples that reflects implementation of new curriculum and instructional practices • Teacher Assessments • Inquiry Team Case Study Report • Predictive Exams • Quarterly Assessments • Results of the NYS Math Exam
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**Subject Area
(where relevant) :**

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will better link our use of assessment and instruction in order to differentiate our curriculum in literacy as measured by 5% of 5th grade students moving two reading levels on the Spring DRA and 30% of fifth graders demonstrating a minimum of 1% percentile growth on the State ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • The administrative team will create an assessment calendar in September 2010 for our whole school that benchmarks standard periods of assessment, review, and reflection in several content areas. • The administrative team will review and select assessments in literacy that are coherent, can be used with a high performing classroom, and will help facilitate teaching. • The school will work with a network specialist in differentiation to make sure no child is “off the radar,” but that each child works towards individual progress.

	<ul style="list-style-type: none"> • The teachers will use the unique smallness of our classrooms in order to meet the needs of all students; to build spaces within which children can work and think independently. • Teachers will be trained in the use of reading inventories using the Diagnostic Reading Assessment and implement this assessment in the Fall, Spring, and Winter in order to assess reading level growth. • Professional development will include training on the DRA assessment • Teachers will track student progress on a regular basis using the DRA and ARIS data. • Supervision of the Inquiry team utilizing the schools data to adjust and support 5th grade curriculum through the use of data driven and differentiated instruction to meet the learning needs of the students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Per session funding to support afterschool teams in designing and monitoring an assessment schedule. • Common planning periods dedicated to reviewing student data and making informed instructional decisions. • Faculty meetings once a month that reviews current data and making instructional decisions in the classrooms. • OTPS funding to purchase the Diagnostic Reading Assessment for all classrooms.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • An agenda that notes the training of K-8 literacy teachers in the Diagnostic Reading Assessment. • September, December and June Data sheets that note the consistent use of assessments in the classroom and note instructional goals for students. • Teacher meetings throughout the year, which review student data and note instructional decisions. • A data folder given to all teachers that contains state testing data, student portfolio work articulation cards and informal assessments. • Individual teacher meetings throughout the year that review and reflect on on-going student data. • Individual teacher goals for the year. One that is focused around use of assessment and differentiation in the classroom. • An assessment calendar that notes regular and time-bound review of students'

	<p>academic progress.</p> <ul style="list-style-type: none"> • Diagnostic Reading Assessments • A teaching-residency by Dan Feigelson at the school that supports teachers in creating differentiated reading instruction through individual reading projects.
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**Subject Area
(where relevant) :**

Community Building

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, we will have taken steps towards developing a community wide culture that enables teachers, staff and parents to better support student learning and social development as measured by a 90% increase of teachers responding to the 2010-2011 Learning Environment Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Select a Site Survey Coordinator to manage the Learning Environment Survey completion for students, teachers, and parents. • Send out emails and notices keeping parents and teachers informed about the upcoming Learning Environment Survey calendar and encouraging participation • Distribute results of 2009-2010 Learning Environment to the teachers for review. • Conduct an informational session about the function and importance of the Learning Environment Survey during a faculty meeting. • Distribute Learning Environment Surveys to teachers. • Schedule a Faculty Meeting with time for teachers to complete the Learning Environment Survey (with the option to complete the survey online).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Select and train a staff member to serve as Site Survey Coordinator • Reserve faculty meeting time for informational sessions and learning survey completion • Internet access enabling teachers to complete the survey

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Site Survey Coordinator • Emails and notices reminding teachers how-to and when to complete the survey. • An agenda that notes the discussion of Learning Environment Surveys at Faculty Meetings • Completion and results of the 2010-2011 Learning Environment Survey
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Subject Area (where relevant) : Music/Academic

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 our music and academic staff will work together in order to better arrive at a unified understanding of how our institution educates a child musically and academically to become a 21st century musician as measured by attendance and participation at biannual cross-faculty staff meetings.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Create two full faculty meetings which include full-participation of the music and academic staff. • Revisit the current school mission and vision and revise to incorporate an expanded understanding of the needs of a 21st century musician. • Begin to assemble teams in each instrumental area which can pursue a more specific curriculum for each instrumental area. • Create cross curricular opportunities to better align academic and music content. • Pilot a student advisory period for all middle school students in order to better diagnose and support students in balancing the high demands of the music and academic program.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> □ • Private funding from the Kaufman Center will support the faculty meetings for music teachers as well as the curriculum meetings to develop an instrumental curriculum. • Per Session funds to support afterschool work of the academic teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • □Two faculty meetings which encourage the discussion and identification of programmatic needs in order to support our students to become 21st century musicians. • The collection of instrumental teachers who will participate on instrumental curriculum development. • The frequent integration of musical content in the social studies curriculum in the academic classrooms. • A monthly student advisory that meets with individual students in order to mitigate the high demands of the music and academic program.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1		N/A	N/A	1			
1	2	2	N/A	N/A	n/a			
2	2	2	N/A	N/A	n/a			
3	2	2	N/A	N/A	n/a			
4	2	2	2	2	n/a			
5	1	1	2	2	n/a			
6	2	2	2	2	n/a			
7	1	1	2	2	n/a			
8	1		1	1	2			
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Foundations and Guided Reading in small groups or one-to-one during 3 extended day periods weekly.
Mathematics:	<input type="checkbox"/> TERC Investigations in small groups or one-to-one during 3 extended day periods weekly.
Science:	<input type="checkbox"/> FOSS in small groups or one-to-one during 3 extended day periods weekly.
Social Studies:	<input type="checkbox"/> Core curriculum in small groups or one-to-one during 3 extended day periods weekly.
At-risk Services Provided by the Guidance Counselor:	Provided by Principal
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K, 7

Number of Students to be Served:

LEP 2

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Teachers have integrated ESL instruction during the course of the regular day in the classroom. Teachers also provide one-on-one tutoring. The Network ESL Specialist has worked one-on-one with each student.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Network ESL Specialist has provided professional development with both teachers.

Section III. Title III Budget

—

School: Special Music School

BEDS Code: 310300011859

Allocation Amount:		
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) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental.	\$600	<input type="checkbox"/> Cassette Recorders, Headphones, Book Bins, Leveled Books, Workbooks.

- Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the Special Music School, we review the Home Language Survey. For the most part, all parents speak English, but we have had instances when Russian was the primary language. Due to the small size of our school community and the small number of parents requiring translation services, the school has been able to meet the needs of these families via parent volunteers and staff at the Kaufman Center (CBO for SMS) who speak both Russian and English and are able to assist with translation needs.

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

Less than 1% of SMS families required translation services. Services are provided on an 'as needed' basis by volunteer parents, our school aide and employees of the Kaufman Center.

Part B: Strategies and Activities

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

Written translation services will be provided by parents, a school aide or secretary, and Kaufman Center staff.

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

Oral interpretation services parents, Kaufman Center staff, or the school aide or secretary via conferences or phone calls.

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

As stated, this year we have no major need for interpretative services. However, if an unanticipated situation arises, the Bill of Rights and Responsibilities has been distributed. Notice has been posted indicating that Russian translation services are available. We have, in our non-DOE building, many Russian speaking employees who have volunteered to help with any translation issues that may occur.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Special Music School						
District:	3	DBN:	03M85	School		310300011859	
DEMOGRAPHICS							
Grades Served:	Pre-K		3	v	7	v	11
	K	v	4	v	8	v	12
	1	v	5	v	9		Ungrade
	2	v	6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		0	0				96.0
Kindergarten		14	13				
Grade 1		15	16	Student Stability - % of Enrollment:			
Grade 2		15	16	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		16	16				100.0
Grade 4		15	16	Poverty Rate - % of Enrollment:			
Grade 5		14	16	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6		15	14			10.1	8.2
Grade 7		14	13	Students in Temporary Housing - Total Number:			
Grade 8		15	14	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9		0	0				1
Grade 10		0	0	Recent Immigrants - Total Number:			
Grade 11		0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12		0	0				1
Ungraded		1	0	Special Education			
Total		134	134	<i>(As of October 31)</i>	2007-	2008-	2009-
							1
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		0	0	Principal Suspensions			0
# in Collaborative Team Teaching (CTT)		0	0	Superintendent Suspensions			0
Number all others		1	3				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes		0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only		2	TBD	Number of Teachers			11
# ELLs with IEPs		0	TBD	Number of Administrators and Other Professionals			1
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
			0	% fully licensed & permanently assigned to this			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			72.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-	2009-	2010-	% Masters Degree or higher			
American Indian or Alaska Native		0.7	0.7	% core classes taught by "highly qualified" teachers			91.7
Black or African American		8.2	7.5				
Hispanic or Latino		9.7	7.5				
Asian or Native Hawaiian/Other Pacific		23.1	21.6				
White		55.2	59.7				
Male		48.5	45.5				
Female		51.5	54.5				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progre ss
All Students							
Ethnicity							

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
Student groups								

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10						
Overall Letter Grade:	A	Overall Evaluation:						NR
Overall Score:	75.3	Quality Statement Scores:						
Category Scores:		Quality Statement 1: Gather Data						
School Environment:	6.5	Quality Statement 2: Plan and Set Goals						
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals						
School Performance:	22.5	Quality Statement 4: Align Capacity Building to Goals						
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise						
Student Progress:	46.3							
<i>(Comprises 60% of the</i>								
Additional Credit:	0							

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE				
v = Made AYP				U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP				P = Proficient				
– = Insufficient Number of Students to Determine AYP				WD = Well Developed				
				NR = Not Reviewed				

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 206	District 03	School Number 859	School Name Special Music School
Principal Katherine Banucci-Smith		Assistant Principal N/A	
Coach N/A		Coach N/A	
Teacher/Subject Area Kristen Macerelli		Guidance Counselor N/A	
Teacher/Subject Area N/A		Parent Grace Lim	
Teacher/Subject Area N/A		Parent Coordinator N/A	
Related Service Provider N/A		Other	
Network Leader Dan Feigleson		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	134	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	1.49%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When students enter our school, we have their parents fill out the Home Language Survey. The licensed English as a Second Language Cluster Support Specialist (ESL) identifies those students whose parents have noted that they speak another language other than English, and then administer the LAB-R to them. Then, the ESL teacher hand marks the exam to see whether the student qualifies for ESL services. In the past, the student is referred to our ESL teacher and serviced appropriately. At the current time, we no longer have a ESL teacher and are currently looking for someone to fill the position.

Parents of all newly enrolled ELLs are given entitlement letters and parent survey and program selection forms. They are invited to a meeting where they are shown the DVD that explains the three program choices – Transitional Bilingual Education, Dual Language Program and Freestanding ESL Program). We have DVDs in many different languages. The forms are then returned to the ESL Cluster Specialist, and any parent who needs assistance in filling them out is helped. All questions are answered. At the Special Music School, we do not offer Transitional Bilingual Education or Dual Language Programs. No parent has ever requested a transfer to another school. If we need to translate for parents, we have several staff members who speak several different languages.

All parents in the past few years have chosen our Freestanding ESL program. If any parent were to choose Transitional Bilingual or a Dual Language Program, the parent would be informed that our school does not have that program. The parent would be informed of his or her rights to transfer to a school that has the program of his or her choice. The school would keep a list of students whose parents requested one of those programs for consideration for the following year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	1	0	0	0	0	0	0	1	0					2
Total	1	0	0	0	0	0	0	1	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2
Special Education	0		

SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0
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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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	0	0	0	0	0	0	2
Total	2	0	0	0	0	0	0	0	0	2

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian	1							1						2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	1	0	0	0	0	0	0	1	0	0	0	0	0	2

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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																
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian	1							1						2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	0	0	0	0	0	0	1	0	0	0	0	0	2

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

For the two ELLs at our school, our 5th grader, who is advanced, receives 4 periods of ESL push-in instruction per week, and the 6th grader, who is a beginner, receives 8 periods of ESL push-in per week. Our 5th grader is an ELL who has received service for 5 years. Our 6th grader is a newcomer, who just arrived to the United States in September. Both of these students speak Russian. We provide a Freestanding English as a Second Language program.

In our school, we use a push-in model. Our classes are grouped heterogeneously. The ESL teacher pushes in, as stated previously, 4 times per week for our 5th grader and 8 times per week for our 6th grader. All teachers are cooperative and work diligently to allow for the push-in model. With regard to teaching in the content area, the teachers and ESL teacher use ESL methodology, by teaching the text using simpler terms, using simpler vocabulary, in English. We also use Computer software, such as Rosetta Stone, and have peer tutoring during class time, using students who are fluent English speakers but also speak the same native language as the ELL.

At the end of the school year, our English Language Learners (ELLs) are given the New York State English as a Second Language Achievement Test (NYSESLAT). When the scores are published, we learn which students are still eligible for the next school year. We look at the results for the four strands they have been tested in – listening, reading, writing and speaking. We then analyze the results so we may plan an effective program for the next school year.

If we had SIFE students, we would give them extra help during our extended day tutoring program. We would also provide them with counseling services. For both ELLs who are new to the school (less than 3 years) and for ELLs who have been receiving ESL services for 4 to 6 years, we provide the mandated ESL hours and additional help during our extended day program. Although we have no Long-Term ELLs, we would test to see whether other learning issues were involved, and, as with ELLs who have been identified as having special needs, we would seek the appropriate level of tutoring in addition to mandated services, along with working with the parents to educate them with regard to helping their children.

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

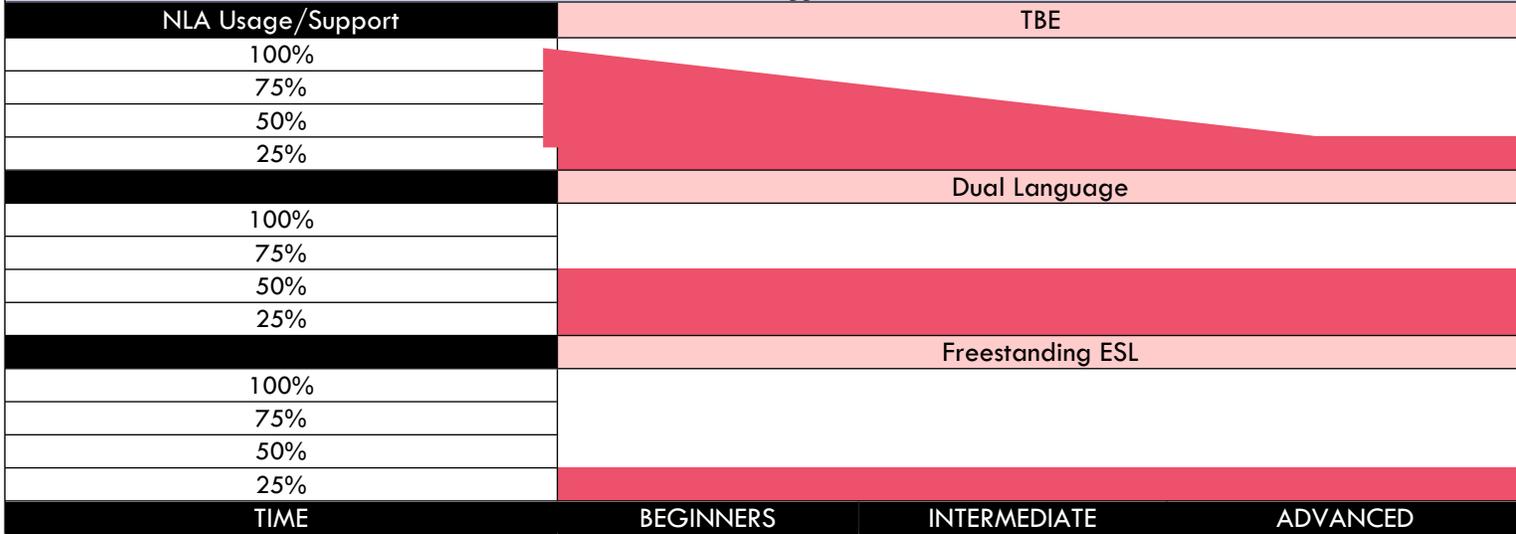
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Our ELLs are taught in English. Content presented to them is modified to assist them in vocabulary and context. We also employ hands on materials in content areas to help students understand and visualize concepts. We continue to monitor students who have reached proficiency on the NYSESLAT by meeting with them, assessing their work, looking at their State exam scores and Periodic Assessment scores. Our program is successful. We have not seen the need to alter anything to date. In addition, nothing will be discontinued.

After school programs are offered to all students, regardless of native language. Rosetta Stone software, remedial workbooks and literature and manipulative materials are used when working with ELLs. We do not offer native language support. All required services support and resources correspond to ELLs ages and grade levels. We do not identify newly enrolled ELLs before the school year begins.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Workshops are given in understanding the stages of second language learning, what can be expected of each student to do at each stage, and on social language compared to academic language. The ESL teacher works closely with classroom teachers. They have at least one common planning period per week. Starting in March, the ESL teacher will conduct one hour bi-weekly professional development for all staff in our building as per the Jose P. mandate. Resources in ESL are provided to the teachers as well.

E. Parental Involvement

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

SMS has a very involved parent body. Our parents of ELL students are similarly involved. Both families have a home language of Russian and work with Russian faculty in our music school. Student instrumental lessons are translated for children and parents are encouraged to attend these lessons. In addition, all parent information is translated and sent home in Russian for these families. Because we are such a small program we are in constant contact with our ELL families. We constantly ask for and support feedback given by these families and look for opportunities in which these families can participate more in our school community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1													1
Intermediate(I)														0
Advanced (A)								1						1
Total	1	0	0	0	0	0	0	1	0	0	0	0	0	2

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7					1				1
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		