



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BALLET TECH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M442

PRINCIPAL: ROY O'NEILL EMAIL: RONEILL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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 |
|-------------------|--|-----------|
| Roy O’Neill | *Principal or Designee | |
| Sherri Montgomery | *UFT Chapter Leader or Designee | |
| Katia Das Chagas | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| Joe Gregori | CBO Representative, if applicable | |
| Jeannie Herlihy | Member/Teacher | |
| Hassim Mohammed | Member/Teacher | |
| Janine McDermott | Member/Teacher | |
| Jenny Rhonda | Member/Parent | |
| Janett Benitez | Member/Parent | |
| Carolina Bobe | Member/Parent | |
| | Member/ | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, our lowest 1/3 in Mathematics will demonstrate progress by an increase of at least 5 points (from 65-70) on the median growth percentile based on the 2011-12 Progress Report.

Comprehensive needs assessment

Our 2010-11 Progress Report shows that our school's lowest third in Mathematics are not making significant progress in relation to our peer group or city schools. Our median growth for the lowest third in math is 65 this is a 32% ranking in our peer group and 38% ranking in city schools.

Our Inquiry team work has revealed that our students struggle with "using mathematical reasoning and proof when supporting their arguments".

Our most recent QR states The analysis of classroom level formative and summative data to promote differentiation needs strengthening. Entry points for all students are, for the most part, the same. Teachers know the varying ability levels of their students, but because there are inconsistent systems with regards to data collection, organization, and use, they are not using ongoing data collection to make decisions when planning instruction. In most classrooms, children are all given the same assignments, using the same materials.

Instructional strategies/activities

To address the needs of our lowest 1/3 in Mathematics we will need to better assess our students and identify gaps in learning/skills. In addition, we must strengthen how we provide differentiated instruction to this population.

Sept / Oct: Administer benchmark assessment to students to measure students' ability to solve problems by applying concepts in meaningful, real-life situations and explaining their reasoning in writing. Teachers will begin to create PIP (personalized intervention plan) for struggling students.

Nov. / Dec. Conduct gap analysis of student work; teachers will attend PD around differentiation; Jan. / Feb. Teachers will collaborate to create units and lessons that address needs identified in gap analysis, teachers will continue PD around differentiation. Begin after

school intervention to assist struggling students.

March / April. Teachers will administer performance based assessment around using proof and reasoning to measure progress since benchmark.

Strategies to increase parental involvement

Parents of students who are struggling in math will have a parent teacher conference to help create the PIP (personalize intervention plan) with the student and teacher. Parents will also be offered a math workshop to learn strategies to help their child with homework.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will work with our Network to provide Professional Development around differentiating instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Network support will provide instructional specialist to assist with professional development. ARRA Citywide Instructional Expectations Funds will be used to pay per session for teachers to attend training.
FSF funds will be used to pay per session for after school intervention program.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, incoming 4th grade students will show progress towards meeting the State standards as measured by a 5% point increase in those students scoring level 3 or 4 on the State ELA Assessment.

Comprehensive needs assessment

- In reviewing the NYS ELA assessment results for our incoming 4th graders we noticed only 62% scored at level 3 and no students scored a level 4 on their 3rd grade assessment. Upon further item analysis of the State tests, we noted that the students struggled in the area of writing and scored an average of 1.9 out of 4 points on the essay question. Early classroom assessments in also indicate that this student group is struggling with reading comprehension and fluency and many students are reading below grade level based on Fountas & Pinnell reading assessments.

Instructional strategies/activities

September / October: Classroom teachers will administer benchmark Fountas and Pinnell assessments and benchmark writing assessments. Teachers will set learning goals with students and identify students for intervention.

November / December: parents of students identified as in need of intervention will meet with teacher and student to create Personal Intervention Plan: (identify strengths, areas in need of improvement, academic goals, along with student, teacher and parent responsibilities.) Begin afterschool tutorial, and in class small group interventions to improve reading skills through guided reading. Small group instruction will also be used to develop writing skills for struggling students.

January / Feb: Continue intervention and administer essay writing sample to measure progress. Administer Fountas & Pinnell assessments to measure progress.

March -June: Continue monitor progress with ongoing assessment and adjusting plans to meet students' needs.

Strategies to increase parental involvement

- Parents will conference with teacher to ensure that they know what the expectation is and how they can best support their child's academic progress. Parent workshops will be offered to help parents understand the demands of the new Common Core Standards in ELA.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will engage in professional development to better understand methods of differentiating instruction for our struggling students.

Service and program coordination

- Guidance counselor will be brought in to provide counseling for students in need of social and emotional support.
- Part time attendance teacher will be used to monitor attendance and work with parents to ensure high attendance rates from this population.

Budget and resources alignment

Network support will provide instructional specialist to assist with professional development. ARRA Citywide Instructional Expectations Funds will be used to pay per session for teachers to attend training.
FSF funds will be used to pay per session for after school intervention program.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Strengthen school-wide assessment system to support the tracking of student progress by engaging all students in at least one performance based assessment aligned to the Common Core Standards in both ELA and Mathematics.

Comprehensive needs assessment

Our most recent QR noted that the analysis of classroom level formative and summative data to promote the tracking of student progress needs strengthening. Use of conference notes and observation tools, for example, were found in few rooms. As a result, teaching is not always meeting precise student needs.

Within the seven classrooms of the school, there is an unusually high degree of variance in terms of assessment practice. This leads to a lack of cohesion for students and makes cross-grade articulation about student development very difficult.

Our 2010-11 Progress Report shows improvement in Student Progress when compared to the prior year, moving from an F score to a B score. However, we continue to struggle with our median growth percentile for Math which is 65.0, putting us in the 32.1% ranking of our peer range. Improving the way we track student progress with performance based assessments will enable us to better meet the needs of our students and improve our ranking in our peer groups.

Instructional strategies/activities

100% of students will submit a performance task **in literacy**. Each task will be scored using a 1-4 rubric. Each assessment will be annotated with comments explaining student's strengths and needs. After administering benchmark assessments, teachers will determine targets to measure exemplary progress on the final performance task.

In addition, 100% of students will submit a performance task **in Mathematics**. Each task will be scored using a 1 - 4 rubric. Each assessment will be annotated with comments explaining student's strengths and needs.

After administering benchmark assessments, teachers will determine targets to measure exemplary progress on the final performance task.

Sept. / Oct. Teacher teams will focus on creating Performance Based Assessments (PBAs) that are embedded in well crafted instructional units with appropriate supports.

Nov. / Dec. Teachers will administer benchmark formative assessments to gather data around students' strengths and needs. Teachers will continue to develop unit of study to support final performance assessment.

Dec. / Jan. Teachers will fully develop units based on the targeted Common Core Standards and the needs established from the formative assessments.

Feb. / March Teachers will teach units and administer the Performance Based Assessments. All assessments will be scored by teachers using 1-4 rubric and annotated with comments to identify strengths and needs.

Strategies to increase parental involvement

- Through our SLT, parents are involved in the creation of our school-wide goals. To help achieve the goal of strengthening our assessment system it is important to inform parents of the new Common Core Standards and how their child is being assessed. We will conduct a Back to School Night and parent workshops to communicate this information to parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to achieve this goal we will need to train our teachers to create performance based assessments based on the Common Core Standards. Also we will want to ensure that these assessments are embedded in units of study based on the CCS. We will work with our network to provide professional development to our teachers around creating rigorous assessment tasks, common scoring rubrics, and protocols for looking at student work.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Network support will provide instructional specialist to assist with professional development. ARRA Citywide Instructional Expectations Funds will be used to pay per session for teachers to attend training.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

| | 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 | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | 16 | 10 | | | | | | |
| 5 | 14 | 6 | 2 | | | | | |
| 6 | 6 | 7 | | | | | | |
| 7 | 5 | 2 | | | | | | |
| 8 | 8 | 1 | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|---|
| ELA | Balanced Literacy: focusing on guided reading in small groups. Words Their Way and Upper Grade Phonics by Patricia Cunningham will be used to develop word study activities. Small group instruction will be provided after school while one-to-one services will be provided during the school day. |
| Mathematics | Math Steps is used to provide supplementary instruction to Everyday Mathematics program. In addition, small group instruction is provided using Everyday Mathematics reteaching strategies. One-to-one services will be provided during the school day. |
| Science | After school tutorial will give students opportunities to learn content in small group instruction. Vocabulary development and guided content area reading will be the focus of this program. Teachers will use core curriculum materials to reteach and leveled trade books to differentiate instruction. |
| Social Studies | Students will work in small groups after school to develop academic vocabulary and learn content through guided and independent reading activities. |
| At-risk Services provided by the Guidance Counselor | Guidance counselor will be hired for afterschool counseling with students in need of services. |
| At-risk Services provided by the School Psychologist | |
| At-risk Services provided by the Social Worker | |

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|--|--|
| At-risk Health-related Services | |
|--|--|

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY

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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 our school community;

Our 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. Our 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 our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|--------------------------|--------------------------|
| Cluster Leader/Network Leader 112/ Kathy Pelles | District 02 | Borough Manhattan | School Number 442 |
| School Name Ballet Tech | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|---|--|
| Principal Roy O'Neill | Assistant Principal type here |
| Coach type here | Coach type here |
| ESL Teacher Ms. Lum | Guidance Counselor type here |
| Teacher/Subject Area Ms. McCarthy | Parent Katia Das Chagas |
| Teacher/Subject Area Ms. Fernandez | Parent Coordinator Jane Cascone |
| Related Service Provider type here | Other type here |
| Network Leader Kathy Pelles | Other type here |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 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 education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 1 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | 153 | Total Number of ELLs | 4 | ELLs as share of total student population (%) | 2.61% |
|------------------------------------|------------|----------------------|----------|---|--------------|

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.
5. 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.)
6. 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. 

1. When a student is admitted into the NYC public school system, parents are actively involved in the decision making process. Parents are given the Home Language Survey (HLIS) to identify the child's language proficiency. Team members, Michelle Lum (certified Common Brances) Erica McCarthy (Reading Specialist) and Mr. O'Neill (certified administrator) will analyze survey within 10 days. If the child is identified as an eligible candidate for Bilingual instructional services, an informal oral interview is given to the candidate by Ms. Fernandez, Spanish teacher, and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parent to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.
2. Parents participate in an orientation that describes various programs for ELL students. Parent brochures are disseminated in their native language to enrich the understanding of available programs. To encourage continuing community involvement, ELL parents are involved in meetings and workshops designed to educate parents on curriculum issues. Writing, reading workshops help parents understand the academic needs of their child. The bilingual members of our staff often offer translation services and when necessary we employ the NYC DOE translation resources.
3. Entitlement letters are sent home and Ms. Montgomery, school secretary, ensures timely return with follow up calls to home.
4. Ms. Lum will analyze Home Surveys, LabR, and/or NYSESLAT annually to determine program recommendations and communicate with parents using translations services when necessary. Modifications to programs are made based on results of NYSESLAT.
5. Over the past few years, 100% of our parents request ESL classes provided afterschool.
6. We are able to provide afterschool ESL classes for our students.

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

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | |
|-----------------------------|--|--|---|---------------------------------|
| All ELLs | | Newcomers (ELLs receiving service 0-3 years) | 1 | Special Education |
| SIFE | | ELLs receiving service 4-6 years | 2 | Long-Term (completed 6 years) 1 |

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

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 | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 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 | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | 1 | | | | | | | | | 1 |
| Chinese | | | | | 1 | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | 1 | | | | 1 | | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 |

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. We currently offer a freestanding ESL program during our afterschool program. Students are grouped heterogeneously.
2. Since all 4 of our ELL students are at least "advanced" in overall score on NYSESLAT, they attend our ESL program and receive 180 minutes of ESL instruction per week.
3. Ballet Tech offers a Freestanding ESL program. The primary goal of the program is to assist students in achieving English Language

A. Programming and Scheduling Information

proficiency within three years.

- To improve the literacy and academic skills of ELL students who participate
- To incorporate recognized and researched based ESL instructional strategies across the content areas.
- To give students the skill to perform at city and state grade level standards.

Freestanding English as a Second Language Program: In the freestanding ESL component we have 4 students in grades 4-8. They are all advanced level and receive the mandated 180 minutes of ELA instruction each week. The ELA teachers collaborate to incorporate the following practices to help our ELL students achieve their goals.

- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, and metacognition

- Assisting students during work periods, conferring with students in and out of class, informal assessments, and running records
- Additional small group instruction occurs in our after school tutorial, incorporating guided reading lessons and word study.

In addition, our teachers consider the language needs of our ELL students by incorporating the following strategies.

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra time in class to untangle difficult word problems, and require student to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Our teachers use a variety of instructional materials to deliver instruction in a workshop model. The balanced literacy model provides opportunities to meet the needs of our ELL students within the ELA workshop: Guided, Shared, and Independent reading and writing opportunities are offered daily and provide students the chance to work closely with their teacher to achieve high academic standards. 5. Our testing team ensures that all ELL and former ELL students are provided with testing accommodations. After students are receiving services for 4 years, we continue monitor progress with NYSESLAT testing until student reaches proficiency. We tailor the services based on test results of NYSESLAT, NYSELA and NYSMath assessments. In addition, teachers track progress with Acuity assessment and analysis, and teacher made performance based assessments. Long term ELL's are tracked in a similar manner and instruction is based on student's needs.

6. Teachers of ELL-SWD use a balanced literacy approach to provide access to academic content. Teachers will also work with special education teachers and the student's IEP to create strategies to accelerate English language development.

7. Our school follows the recommendation of the students IEP to ensure that the student is in the least restrictive environment. Our one ELL-SWD is in general ed. classes and receives related services in a pull out program for speech.

Courses Taught in Languages Other than English ⓘ

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

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

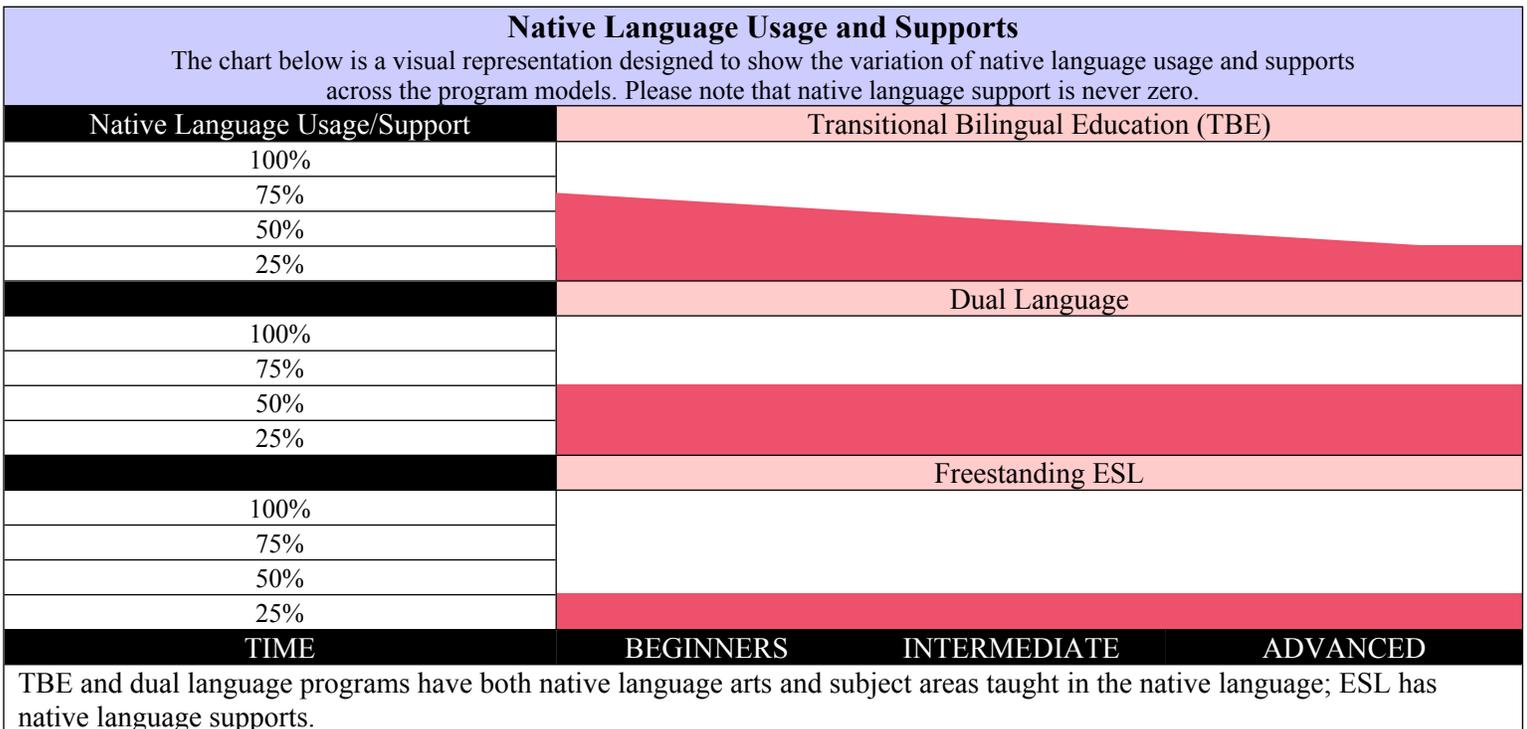
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: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

| | |
|--|--|
| | |
| | |

| | |
|--|--|
| | |
| | |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 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 |



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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

8. Supplementary Programs (Targeted Intervention): In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for our ELL students and their families.

ELA: After school tutorial provides an opportunity for our ELL students to strengthen ELA skills in small groups. Guided reading lessons provide the support for students to better understand both fiction and non-fiction reading. In addition, Oasis after school program offers some of our ELL students enrichment activities such as homework help, and arts education. Math: Afterschool tutorial is also offered to provide small group instruction to strengthen areas of need identified in interim assessments. Science and Social Studies tutorials are also offered during the school day at lunch, or before school. All the targeted instruction is taught in English.

9. Students reaching proficiency will continue to be monitored through NYS assessments, Acuity, and Predictive assessments. Afterschool targeted instruction is offered to all students who need it.

10. Our ELL students are afforded equal access to all our school programs including instruction in Spanish, Visual Arts, Afterschool Tutorial, Afterschool Roads to Success Program, and Dance.

13. Laptops, desktops, and smartboards are used throughout the day to enhance instruction in all content areas.

Throughout the school year, parents attend academic workshops, curriculum overviews, and social events that help create a productive learning community. The Multicultural Dinner, Holiday Dance, Evening of the Arts Exhibit, Poetry Café, enable the school community to come together to recognize student achievements in both Arts and academics.

Translation and Interpretation Services: These services are provided to increase the involvement of our parents in all school activities. Funding is available to translate important notices and documents for parents who need such services. Additionally, translation services are provided during parent / teacher conferences when needed.

Modifications to the programs are based on the strengths and weaknesses in the NYSESLAT and other assessments (State ELA and Math tests, Acuity, Teacher Assessments, and informal observations)

Our ELLs are offered Spanish as a language elective.

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)?

Paste response to questions 1-5 here

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.

Professional development is provided by school staff, our Network personnel.

Within the schools Professional Development program, the focus includes:

- Literacy needs of our ELL population are addressed by including differentiated instruction in our planning sessions.
- Scaffolding in the content areas.
- Creating opportunities for ELL students to use variety of modalities to learn (listening centers, visual representations, math manipulatives, etc).

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?

Throughout the school year, parents attend academic workshops, curriculum overviews, and social events that help create a productive learning community. The Multicultural Dinner, Holiday Dance, Evening of the Arts Exhibit, Poetry Café, enable the school community to come together to recognize student achievements in both Arts and academics.

- Translation and Interpretation Services: These services are provided to increase the involvement of our parents in all school activities. Funding is available to translate important notices and documents for parents who need such services. Additionally, translation services are provided during parent / teacher conferences when needed.

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) | | | | | | | | | | | | | | 0 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | 3 | | | | 1 | | | | | 4 |
| Total | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 |

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | 1 | | 2 | | | | 3 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | 1 | | | | | | 1 |
| 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 |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 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 as 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.

Our ELLs reading progress is tracked by administering Fountas and Pinnell reading assessments at least 4 times per year. These assessments help identify specific needs of our ELL population: (fluency and comprehension)

The NYSESLAT data reveals that our ELLs are making gains in the area of Speaking and Listening, with a majority reaching the

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

| School Name: Ballet Tech | | School DBN: 02m442 | |
|--|----------------------|---------------------------|------------------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Roy O'Neill | Principal | | 12/6/11 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| Ms. Lum | ESL Teacher | | 12/6/11 |
| | Parent | | 1/1/01 |
| Ms. McCarthy | Teacher/Subject Area | | 12/6/11 |
| Ms. Fernandez | Teacher/Subject Area | | 12/6/11 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m442 **School Name:** Ballet Tech

Cluster: 1 **Network:** 112

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.

Students provide blue cards which indicate the language preferences of their guardians. Each year our parent coordinator survey also asks for any additional request for translation services. If we have students who are new to NYCDOE we send home the Home Language Survey

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.

54 families have indicated that in addition to English, they speak another language at home. 19 families indicated Spanish, 21 Chinese, 1 Finnish, 1 French, 1 Haitian Creole, 1 Khmer and 1 Portuguese, 1 Romanian, 4 Russian, 1 Soninke, 1 Vietnamese. The teachers were notified through a memo from the Parent Coordinator so they could offer translation services when needed, P / T conferences.

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.

All DOE notifications and letters to be sent home are available in the eight translations the DOE provides. The administration will conduct a survey of PTA and faculty members to determine which languages are spoken and written by existing members of our community. With this information, translations can be created for all pertinent information sent home, dependent upon the needs and requests of parents and guardians. Languages not accounted for within the abilities of our current active families and faculty will be accommodated by outside vendors.

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.

We encourage students to accompany their parents to school functions and meetings if they can help with translating. Parent representatives who work closely with the Parent Coordinator are assigned to assist non-English speaking families with information on all school functions and services. For language needs that cannot be filled by our faculty, parents, or greater school community, outside vendors will be hired for aid. Additionally, all faculty have been provide with a toll free number for over the phone translation that can be obtained through the DOE for conversations via phone and in person between 8am and 5pm.

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>.

Based on the needs expressed in the family surveys and on emergency blue cards, families will receive, via standard mail, translated copies of the Bill of Parent Rights and Responsibilities. Information in those languages will be posted at the entrance to the Main Office as well as hung at the Parent Coordinator's office. The information on display in these rooms will include instructions for obtaining / requesting translation services.