



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SPECIAL MUSIC SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M859

PRINCIPAL: KATHERINE BANUCCI-SMITH EMAIL: KSMITH18@SCHOOLS.NYC.GOV

SUPERINTENDENT: ESTER FRIEDMAN

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
Katherine Banucci-Smith	*Principal or Designee	
Kristen Macellari-Palmieri	*UFT Chapter Leader or Designee	
Silvia Sanchez	*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>)	
Jenny Undercofler	CBO Representative	
Carol Holyoke	Member/Parent Representative K-2	
Michelle Marquez	Member/Parent Representative 3-5	
Tess Roney	Member/Parent Representative 6-8	
Grace Lim	Member/Parent Member-At-Large	
Rebecca Mintiens	Member/Teacher Representative	
Alyssa Chappados	Member/Teacher Representative	
Alison Farrell	Member/Teacher Representative	

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.

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

To improve expository writing skills in grades 6-8, as measured by 75% of students in grades 6-8 demonstrating growth of 5 percentage points on a teacher created expository writing rubric by June 2012.

Comprehensive needs assessment

Students in grades 6-8 did not show growth on the 2011 ELA State Exam. Upon analyzing the data from these exams, in addition to data collected from ELA and content area classes, the teachers identified several skill needs areas. Among these were the ability to write responses to oral texts that identify main ideas and supporting details. 6-8 students have also demonstrated difficulty writing commentary and identifying corresponding concrete details to support their commentary.

Instructional strategies/activities

1. The Middle School ELA and content area teachers will create grade specific expository writing rubrics based on the Common Core Standards.
2. Teachers will also create and administer baseline assessments to each grade.
3. Teachers will work collaboratively to develop assessment timeline and calendar for the year to document and track student progress.
4. Teachers will meet in Teacher Teams to work with Curriculum Mapping consultant, Francesca Ciotoli, to embed expository writing skills and strategies into their units of study. This work will also support teachers in their efforts to maintain and create innovative and engaging curriculum units that are aligned to the Common Core. This work will also enable teachers to identify skill and strategy lessons to be taught through whole class mini-lessons.
5. Students will engage in individual goal setting and monitoring progress.
6. Using carefully selected mentor texts (i.e., whole class nonfiction, textbooks, etc.) teachers will model the connection between expository reading and writing in response to expository texts.
7. Teachers will administer periodic assessments to assess student growth. These assessments will be cross-checked by three teachers including the ELA teacher, Science teacher, and Humanities teacher for quality assurance.
8. Individual students with specifically identified needs areas will have the opportunity to work in small groups with guided instruction. Students will also receive additional support during extended day writing labs.
9. Regular updates will be given to the school-wide staff at faculty meetings and to the SLT committee. Reports presented to the SLT will include class and content area data. Individual student progress reports will be sent home to parents to help parents and students gauge student growth.
10. Instructional strategies that improved student performance will be presented to staff during a June staff development day.
11. An effort to align the teaching of expository writing across K-8 grade levels will be implemented.

<p>Strategies to increase parental involvement</p> <ol style="list-style-type: none"> 1. A letter will be distributed to parents by the SLT explaining the CEP goal, action items, and rubric. 2. Parents will receive periodic updates regarding the progress of their student. 3. The PTA will hold a rubric workshop for parents to explain the purpose, function, and formats of rubrics.
<p>Strategies for attracting Highly Qualified Teachers (HQT) N/A</p>
<p>Service and program coordination N/A</p>
<p>Budget and resources alignment</p> <ol style="list-style-type: none"> 1. Fair Student Funding Per Diem curriculum mapping consultant to meet with teacher teams to support teacher curriculum development and CCS alignment 2. Offer per session to middle school ELA and content area teachers to collect and analyze data from periodic assessments and plan. 3. Fair Student Funding (OTPS) Purchase strong expository mentor texts to support student growth, including class textbook sets.

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.

<p>Annual Goal #2 To develop each student’s ability to represent mathematical reasoning precisely and thoroughly by emphasizing the application of computation skills through open-ended questions and authentic mathematical contexts. By June 2012, 95-100% of students in grades K-8 will meet or exceed National Common Core Standards for mathematical representation as evidenced by teacher-created performance tasks.</p>
<p>Comprehensive needs assessment As per classroom observations and open-ended classroom assessments, students at SMS generally compute accurately and efficiently when given questions that require simple operations to complete. Students often struggle when the computation is embedded in an authentic context that requires multi-step procedures or application, or when asked to represent their mathematical reasoning to justify</p>

an answer.

100% of students in grade 3-8 performed at or above state standards on the state mathematics exam. Our hope is that students will perform as well when tested by the National Common Core Standards in 2014, but we need more specific performance measures to prepare and support our students. The 2011 mathematics test notes that overall student performance on constructed response questions lagged behind multiple-choice questions. Constructed response section required students to represent mathematical reasoning through short answers. In grades 4-8 constructed responses also required students to use multi-step operations through authentic mathematical contexts.

Instructional strategies/activities

- Purchase of Math in the City's Context for Learning grades K-6.
- Monthly meetings with classroom teachers and Mathematics Consultant in order to create mathematical performance tasks and implement Context for Learning as well as support classroom pedagogy.
- Monthly classroom visitations and model lessons by Mathematics Consultant.
- Weekly teacher team meetings (K-2, 3-5,6-8) to support creation of relevant performance tasks, as well as review of student performance.
- Participation in monthly faculty meetings to discuss relevant classroom and standardized data and instructional strategies for students.
- Weekly common planning periods that discuss and set instructional plans and classroom supports for students who are at-risk or struggle to grasp unit concepts.
- In June 2012, attendance at city-wide curriculum workshops for teachers in grades K-5 to reflect and revise yearly curriculum with teachers city-wide, as well as better integrate the National Common Core curriculum.

Strategies to increase parental involvement

- Conduct parent workshops with topics that may include: an overview of Standardized Test Metrics, preparation of English Language Arts and Mathematics Test, and the National Common Core Curriculum. Workshops will be led personnel that may include the Principal, Network Support Specialists, Math Consultants and Classroom Teachers.
- Frequent communication by classroom teachers on mathematical units and student goals.

Strategies for attracting Highly Qualified Teachers (HQT)

N/A

Service and program coordination

N/A

Budget and resources alignment

- OTPS Fair Student funding for one mathematics consultant from Metamorphosis Learning (including 10 site visits to work directly with students and classroom teachers, faculty presentations at professional development meetings, and one day for each classroom teacher to attend city-wide curricular planning)
- OTPS Fair Student Funding to acquire Math in Context materials for grades K-6.
- Additional Per Session as needed for teachers to meet with Consultant monthly.

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

Faculty will create a music/academic calendar in order to align and balance assessments for students in grade 6-8. As measured by 50% of students in grade 6-8 demonstrating 5% growth of their year-end GPA by June 2013.

Comprehensive needs assessment

The balance of the music and academic curricula has always proved challenging for students at Special Music School. Parent, student, and teacher feedback have shown stress points during the year where demands upon students jeopardize their academic and music performance. Constituents would like both the music and academic departments to maintain a high level of rigor while also taking into consideration the unique demands of the middle school program. Many students feel that they have to choose between academic success or musical success. Often the report card grades of a number of the students reflect this choice.

Instructional strategies/activities

- Three workshops for parents/teachers/students. Possible topics will include SMS alumni (coping strategies), learning styles, time management, creating learning independence (for parents)
- Music/academic faculty committee meetings with goal of creating coordinated assessment calendar
- Predictive assessment of student practicing effectiveness (trial run)
- Student goal-setting specifically related to the on-time completion of projects

Strategies to increase parental involvement

- Parents will have access to coordinated assessments calendar
- Some/all of the workshops will be open to parents

Strategies for attracting Highly Qualified Teachers (HQT)

N/A

Service and program coordination

N/A

Budget and resources alignment

- Budget for workshops (if adult speakers) – PA resources
- Evaluator costs of “Practicing Effectiveness” workshop – Kaufman Center
- Fair Student Funding Per Diem costs for music/academic meetings
- Music faculty committee meeting costs – Kaufman Center

ANNUAL GOAL #4 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 #4

To create a team of students, faculty and parents in order to research existing character education programs and develop an initial K-8 social emotional curriculum which supports a greater self-awareness of our students as well as supports the unique academic and music demands of our institution.

Comprehensive needs assessment

Developing pre-professional musicians means giving them more than strong academic and musical skills, it also means teaching students individual tenacity, a strong work ethic, and a strong sense of personal responsibility. Students who pursue rigorous music and academic studies have significant extra demands placed upon their character, and we believe that we could provide them with additional support in this area. We believe by researching and developing a character education program K-8 that is transparent for our student body and includes developmentally appropriate skills that support the demands of our students, our program would not only meet the academic demands of a pre-professional musician but also the social and emotional demands. In addition, we believe our curriculum can create a greater awareness of the power that music can lend to others.

Instructional strategies/activities

- Create a team of parents, students and staff who will examine the social-emotional needs of the student body including:
 - Determining an instrument to gather perceived needs of the community,
 - Gathering experts to discuss the pros and cons of formal curriculum options, and comparing and contrasting the curricula that are available
 - Asking middle school council to speak to the SEL committee and the SLT about their perceived needs
 - Researching other schools that have adopted an SEL curriculum.

- By June 2012, Create a written document of their findings, including the assessment of need as it pertains to our specific community and a preliminary action plan with budgetary requirements to the SLT

Strategies to increase parental involvement

Outreach to parent body for related experts and team members.

Strategies for attracting Highly Qualified Teachers (HQT)

N/A

Service and program coordination

N/A

Budget and resources alignment

- Additional Per Session as needed for teachers to meet with SE Team.
- Possible PTA funding or Fair Student Funding to support relevant experts or materials.

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	1	0	0	0
4	1	1	0	0	1	0	0	0
5	1	1	0	0	2	0	0	0
6	0	0	0	0	0	0	0	0
7	1	1	0	0	2	0	0	0
8	2	0	0	0	2	0	0	0
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	During the school day, one-to-one or small group support, comprehension skills
Mathematics	During the school day or extended day, one-to-one, small group. TERC Investigations, teacher created materials
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	During the school day, one-to-one or small group. Targeted social skills or organizational skills
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**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 (PIP) TEMPLATE

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 Charles Abundesman	District 3	Borough Manhattan	School Number 859
School Name Special Music School			

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

Principal Katerine Banucci-Smith	Assistant Principal type here
Coach Francesca Ciotoli	Coach type here
ESL Teacher Sarah Anderson	Guidance Counselor type here
Teacher/Subject Area Kristen Palmeri- Humanities	Parent Grace Lim
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Dan Feigleson	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	0
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	139	Total Number of ELLs	2	ELLs as share of total student population (%)	1.44%
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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.
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. Upon registering at the Special Music School, parents complete a Home Language Identification Survey (HLIS). This survey and the accompanying interview are administered by a licensed pedagogue. Translation is provided by the school by a bilingual staff member when needed. The HLIS is then reviewed and the home language is determined by the certified ESL teacher. Parents of students whose children have a home language other than English are notified that their children will have their English proficiency tested with the LAB-R, after which parents are informed of their children's performances. Students are tested within the first 10 days of their enrollment. Students who place below the first cut off score of the LAB-R receive 360 minutes of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly. Parents of students who were previously enrolled in an ELL program are informed of the NYSESLAT results in our September orientation meeting. Students who placed at beginner and intermediate levels on the NYSESLAT receive 360 minutes of ELL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly. Advanced ELLs are also mandated to receive 180 minutes of ELA.

2. To ensure that the parents of ELL children understand the three language program choices available by New York City schools, parents of newly enrolled children who test into the ELL program are given an orientation session in September with the ELL specialist. Parents are notified of this meeting in their native language via letters home. These letters are to be signed and returned to the ELL coordinator. Families who do not return the letters are contacted by the ESL teacher via a three way phone call with the DOE translation department. At the orientation session, translators are provided as needed. During this orientation parents are shown the ELL program model movie on the DOE website for ELL families. This movie is shown in the native language of the parents attending. Parents who do not attend are contacted by phone and arrange for another meeting with the ESL teacher. Parents of students who repeatedly tested into the program through the NYSESLAT of the previous Spring are also invited to attend this meeting. This year the ELL family orientation meeting will coincide with the SMS curriculum nights. This year's orientation sessions will be offered on September 22nd. During this orientation, parents are presented with the Parent Survey and Transfer Option. Parents are able to discuss variation in program models (Transitional Bilingual Education, Dual Language, and Freestanding ESL), as well as which program is available at SMS (ESL), and where other program models can be found. Parents are informed about the choice process. It is explained that TBE is mandated when requested by 15 or more parents of the same home language with children in the same or 2 contiguous grades. All ELLs are placed within the SMS program for ELLs within ten days upon enrollment. Orientation sessions are provided for parents during the first 3 weeks of school and on an ongoing basis for incoming students. All orientation sessions are provided by the ESL teacher.

3. The ELL teacher sends out all entitlement and non-entitlement letters in the designated home language of the students. These letters are photocopied and kept on file. Parent Survey and Selection forms are sent home to be reviewed and brought to the Orientation session, during which these forms are further explained, completed, and submitted to the ELL teacher. Parents who are unable to attend the orientation session are contacted by phone by the ELL teacher, during which a meeting is rescheduled. SMS does not offer Bilingual

or Dual Language classes. Therefore, parents are instructed at the orientation session that if they wish to place their child in one of these classes, they must enroll their child in another school which provides those programs. Because of the low number of ELL students, as well as the diverse linguistic backgrounds of our students, SMS does not have enough students to open a bilingual class. All parents of ELL students at SMS have chosen an ESL program as the method of instruction.

4. For the 2011/2012 school year, LAB-R scores and NYSESLAT scores were obtained in September by the ELL teacher through the ATS system. As of September 2011, there are no newly enrolled ELLs. As new admits arrive, HLIS forms are filled out with the pupil personnel secretary. Upon completion, answers are reviewed to determine whether the LAB-R needs to be administered or prior scores need to be examined. Following LAB-R testing, parents of newly enrolled students, who have a home language other than English, are sent notification in their native language that their children have had their English proficiency tested with the LAB-R. Parents are informed of their children's performances on the LAB-R. Students who place below the first cut off score of the LABR this fall receive 360 minutes of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly. Parents of students who were previously enrolled in an ELL program are informed of the NYSESLAT results in our September orientation meeting. Students who placed at beginner and intermediate levels on the NYSESLAT receive 360 minutes of ELL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly. Curriculum and instruction are discussed at Parent Orientation Sessions.

5. For both the 2010-2011 and 2011-2012 school years, all parents of incoming ELLs have opted for ESL instruction. Last year's new ELL student population consisted of 2 students, all of whose parents opted for ESL. Currently we do not have any newly enrolled ELLs. No parent has ever requested a transfer to another school. If we need to translate for parents, we have 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.

6. SMS currently offers an freestanding ESL program only. A TBE program will be implemented if requested by 15 or more parents of the same home language with children in the same or 2 continuous grades.

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#

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

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. [i](#)

	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	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: 0

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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	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	0	1	0	0	0	0	0	0	1	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 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?

a. As discussed, the Special Music School only offers a freestanding ESL program. The school does not have enough ELL students to open Bilingual or Dual Language classes. This program employs a push-in model. In general, all students who placed at beginner and intermediate levels on the NYSESLAT receive 360 minutes of ELL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly. In addition, students who place below the first cut off score of the LABR receive 360 of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly. These designated times are divided into 45 minute periods. So a beginning or intermediate student receives eight 45 minute periods of ESL instruction weekly, and an advanced student receives four 45 minute periods weekly. We currently have two advanced

A. Programming and Scheduling Information

ELLs who each receive four 45-minute periods of push-in ESL instruction during the ELA component of the day. The program is taught in English only. These advanced students also receive 180 minutes of ELA weekly.

b. There are two advanced ELLs who each receive four 45-minute periods of push-in ESL instruction. The ESL teacher pushes into the ELA components of the students' days.

2. Staff Organization

Our .5 certified ESL teacher is able to meet all of the mandated instructional minutes for every ELL. She teaches 8 periods of ELL push-in instruction for the 2 current ELLs, as well as 8 periods of push-in support for transitional ELLs. This arrangement meets the time requirements for every student.

All students at the Special Music School (SMS) are exposed to an interdisciplinary content-based balanced literacy curriculum. SMS provides a Common Core Standards driven, student centered curriculum in its freestanding ESL program. The ESL teacher collaborates with the ELA, Humanities, Science and Math teachers to scaffold the instruction in order to meet the individual language abilities and needs of our ELLs. This instruction is provided in English only. Grade appropriate content material is taught via scaffolding strategies and collaborative learning. Exposure to authentic texts and materials, as well as the explicit teaching of vocabulary and syntactic forms, reading strategies, writing strategies, and problem solving strategies, help ELL students to meet the standards of local and state assessments. The ELL teacher collaborates closely with classroom teachers to help unpack the themes that are being discussed in the classrooms. Learners develop their four language skills through Reader's Workshop, Writer's Workshop, audio assisted learning (Listening Center), paired learning activities, access to internet and technology, presentations, and field trips, all of which are aligned with grade appropriate content-based curriculum. In the Reader's Workshop, students work with a variety of literature genres through read-aloud, shared reading, guided reading, choral reading, reader's theater, and independent reading. Students utilize themes from their reading experience in the Writer's Workshop, where they write a variety of literature genres. Writing is supported through modeling, shared writing, direct vocabulary instruction, graphic organizers, writing templates, and the Writing Process. Content and learning strategies are spiraled throughout the school year so that students have multiple exposures to concepts and various opportunities to practice the learning strategies that have been modeled. Teachers and students work collaboratively in the assessment process. Student's progress is assessed through portfolios, reading journals, presentations, student/teacher conferences, running records, and performance records. Students are introduced to and practice a variety of learning strategies that will help them to meet the content challenges of the classroom and of the state exams. Students are encouraged to monitor their own learning process/progress, and to be aware of the strategies that will assist them in becoming English proficient.

The New York State ESL standards have a significant impact on ESL student achievement by integrating academic language into the ESL curriculum. By linking the ESL standards to state academic standards, we can ensure that ESL students will receive high quality instruction in English language and content areas. The standards are used to provide teachers with the scope and sequence of the language skills that ESL students need for success in our classrooms. The standards are: Standard 1: English for information and understanding, Standard 2: English for literary response, enjoyment, and expression, Standard 3: English for critical analysis and evaluation, Standard 4: English for social and classroom interaction outlines strategies, Standard 5: English for cross-cultural knowledge and understanding. The ESL teacher is also participating in the school-wide project of aligning the SMS curriculum to the national Common Core Standards.

4. The Special Music School is a multicultural and multilingual environment in which students have diverse linguistic backgrounds. Our two current ELLs are Russian speaking. Because we do not have a standardized Russian language assessment, the ESL teacher will meet with both the students and their parents to attain language profiles. Following this interview the ESL teacher will ascertain whether the students are fully fluent in the home language, and whether they are literate in that language as well.

5.

a. SIFE: There are currently no SIFE students.

b. NEWCOMERS: Our two ELL students have been receiving ESL instruction for less than 3 years. Our eighth grade ELL will take the ELA this year. The ESL teacher is providing intensive vocabulary, reading, writing, and listening instruction, all of which is embedded into the larger ELA curriculum. The ELA teacher and the ESL teacher are collaborating closely to scaffold the instruction to meet the specific needs of this students, particularly in reading and writing. Instructional approaches are informed by the student's NYSESLAT and ELA scores, and ongoing assessment by both the classroom and the ESL teacher in the areas of reading and writing.

c. 4-6 YEAR ELLS: There are currently no 4-6 ELLs at the Special Music School. In the case that we do have these students, the

A. Programming and Scheduling Information

plan for their instruction would be the following. The students would receive individualized academic support both within and outside of the classroom. All of these students would receive small group instruction, provided by the classroom teacher, the ESL teacher, and other specialty teachers, depending of their areas of need. Small group ESL pull-out instruction would focus on students' language needs implied by the NYSESLAT scores. The ESL teacher and classroom teacher would work closely to maintain instructional consistency in both the ESL and mainstream classrooms. The performances of these students would also be regularly monitored by the Pupil Personnel Team (PPT).

d. LONG-TERM ELLS: There are no Long-Term ELLS at this time. If we were to have long term ELLs, we would implement the same plan as the plan for 4-6 YEAR ELLs.

6. and 7. There are currently no ELL-SWDs at the Special Music School. If we were to have ELL-SWDs, the ESL teacher would work closely with the special education teacher and the classroom teachers in order to create and maintain a systematic approach to scaffolding

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English ⓘ

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.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. Targeted Intervention programs for ELLs in ELA and Math:

All ELL students are continuously tested using the Diagnostic Reading Assessment. The ESL and content teachers also use the results of the Math and ELA state exams to inform their instruction. These assessments have tremendous implications for targeting literacy and math

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. Targeted Intervention programs for ELLs in ELA and Math:

All ELL students are continuously tested using the Diagnostic Reading Assessment. The ESL and content teachers also use the results of the Math and ELA state exams to inform their instruction. These assessments have tremendous implications for targeting literacy and math concerns early on. Students are regularly assessed in math on a monthly basis. We address the diverse needs of ELLs through scaffolding, differentiated instruction, as well as targeted interventions. In addition to support offered by the ELL department, students may receive needs- targeted small group math and ELA instruction both within the classroom by the ESL and SETTS teachers, and after school by the content teacher.

6. Transitional Support for ELLs:

Transitional ELLs who have reached proficiency on the NYSESLAT will receive two push in ESL services during the ELA component of the school day. This support will continue for two years following the students' having tested out, and for longer time if decided necessary by the Pupil Personnel Team.

7. New Improvements to Be Considered for This Year:

As stated earlier, the Special Music School is a unique multilingual environment. This year we will be focusing on better utilizing the DOE translation services to communicate more effectively with parents who speak other languages, such as Russian. We also are going to focus on increased support for transitional ELLs.

8. Services to be discontinued:

No services will be discontinued this year.

9. Equal Access to school programs:

Depending on needs indicated by classroom and standardized assessments, all SMS students may receive additional support in our afterschool extended day program, or in our homework help afterschool program.

10. Instructional Materials:

Instructional materials used to support ELLs include SmartBoards, the Internet, Foss kits, math manipulatives, blocks, audio-books, listening centers, picture books, trade books, word walls, language games, pocket charts, writing folders, graphic organizers, vocabulary charts, dictionaries, and various art materials.

11. Use of Native Language:

In general, the ELL instruction is provided in English only. As stated earlier, one of our goals this year is to increase our use of DOE and school based translation services for parents, as well as for students when seen necessary. The ESL teacher also plans to present a PD segment for the SMS staff that will focus on a basic contrastive analysis between English and Russian, and approaches to scaffolding content instruction for ELLs.

12. Required Services and Grade Level:

Our two ELLs are not entitled to additional services; however, required services such as SETTS, and Speech are provided on a grade by grade level and therefore correspond to ELLs ages and grades.

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. Targeted Intervention programs for ELLs in ELA and Math:

All ELL students are continuously tested using the Diagnostic Reading Assessment. The ESL and content teachers also use the results of the Math and ELA state exams to inform their instruction. These assessments have tremendous implications for targeting literacy and math concerns early on. Students are regularly assessed in math on a monthly basis. We address the diverse needs of ELLs through scaffolding, differentiated instruction, as well as targeted interventions. In addition to support offered by the ELL department, students may receive needs-targeted small group math and ELA instruction both within the classroom by the ESL and SETTS teachers, and after school by the content teacher.

6. Transitional Support for ELLs:

Transitional ELLs who have reached proficiency on the NYSESLAT will receive two push in ESL services during the ELA component of the school day. This support will continue for two years following the students' having tested out, and for longer time if decided necessary by the Pupil Personnel Team.

7. New Improvements to Be Considered for This Year:

As stated earlier, the Special Music School is a unique multilingual environment. This year we will be focusing on better utilizing the DOE translation services to communicate more effectively with parents who speak other languages, such as Russian. We also are going to focus on increased support for transitional ELLs.

8. Services to be discontinued:

No services will be discontinued this year.

9. Equal Access to school programs:

Depending on needs indicated by classroom and standardized assessments, all SMS students may receive additional support in our afterschool extended day program, or in our homework help afterschool program.

10. Instructional Materials:

Instructional materials used to support ELLs include SmartBoards, the Internet, Foss kits, math manipulatives, blocks, audio-books, listening centers, picture books, trade books, word walls, language games, pocket charts, writing folders, graphic organizers, vocabulary charts, dictionaries, and various art materials.

11. Use of Native Language:

In general, the ELL instruction is provided in English only. As stated earlier, one of our goals this year is to increase our use of DOE and school based translation services for parents, as well as for students when seen necessary. The ESL teacher also plans to present a PD segment for the SMS staff that will focus on a basic contrastive analysis between English and Russian, and approaches to scaffolding content instruction for ELLs.

12. Required Services and Grade Level:

Our two ELLs are not entitled to additional services; however, required services such as SETTS, and Speech are provided on a grade by grade level and therefore correspond to ELLs ages and grades.

13. Early Support of Newly Enrolled ELLs:

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

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)?

NA

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

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.

1. PD for School Personnel

The ESL teacher will provide professional development seminars for all of SMS staff twice a year, and currently provides ongoing support to classroom teachers of ELLs during weekly lunch meetings. The ESL teacher attends these weekly grade level meetings to provide insight and instructional ideas for teachers of ELLs.

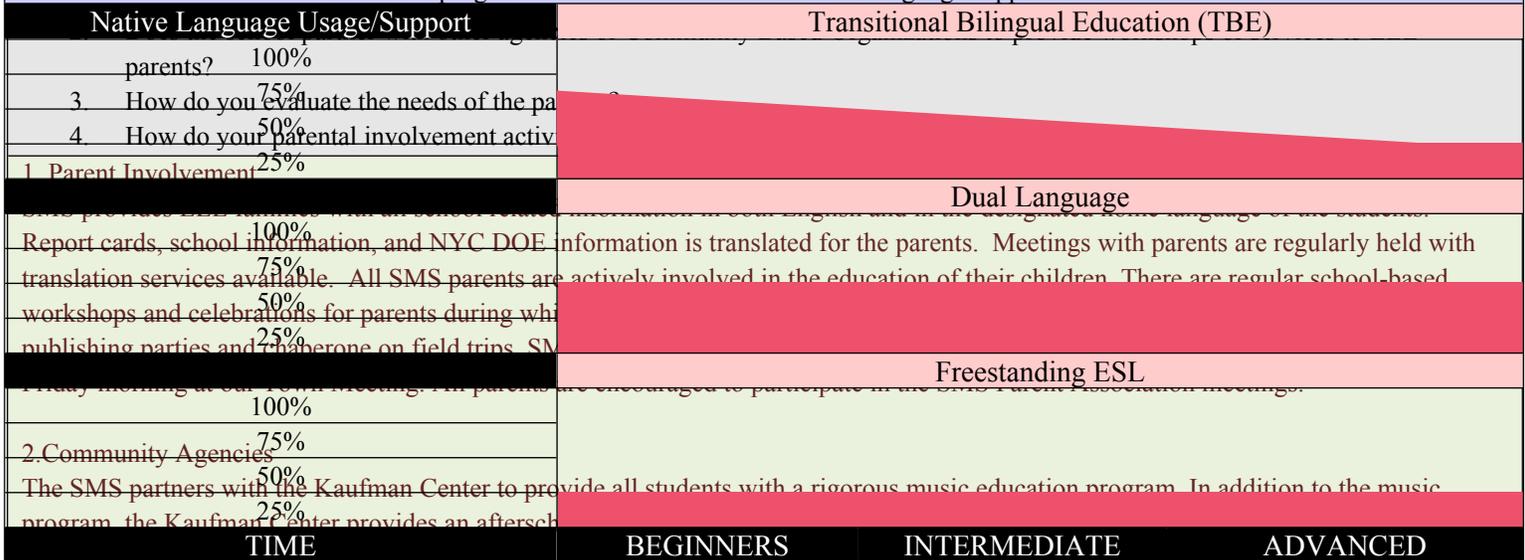
2. Support for ELL transition to high school

The ESL teacher works closely with the teachers and families of students to investigate the best high school choices for our ELLs. The high school application process is explained to students and their families at a meeting held by the middle school faculty. There is a bilingual translator made available at this meeting. The ESL teacher meets with students and their families half way through the year to discuss their progress as well as this application process.

3. ELL training for non-bilingual and non-ESL teachers: New teachers participate in ISC training to fulfill their 7.5 hours of ELL training. The records of this training are kept in the teachers' files at school.

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

The school principal and any other faculty member who can assist. Parental needs are also discussed at parent-teacher conferences. If it appears that there is an area in which several parents need assistance, SMS will arrange to have a parental workshop in that area.

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?

1. Parent Involvement

SMS provides ELL families with all school related information in both English and in the designated home language of the students. Report cards, school information, and NYC DOE information is translated for the parents. Meetings with parents are regularly held with translation services available. All SMS parents are actively involved in the education of their children. There are regular school-based workshops and celebrations for parents during which bilingual interpreters are available for parents of ELLs. All parents attend classroom publishing parties and chaperone on field trips. SMS also holds a monthly celebration of student work for students and their families every Friday morning at our Town Meeting. All parents are encouraged to participate in the SMS Parent Association meetings.

2. Community Agencies

The SMS partners with the Kaufman Center to provide all students with a rigorous music education program. In addition to the music program, the Kaufman Center provides an afterschool homework help program which is available to all students.

3-4. Parent Needs: Parental needs are assessed by the leaders of our Parent Association. These needs are then discussed and addressed by the school principal and any other faculty member who can assist. Parental needs are also discussed at parent-teacher conferences. If it appears that there is an area in which several parents need assistance, SMS will arrange to have a parental workshop in that area.

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. Targeted Intervention programs for ELLs in ELA and Math:

All ELL students are continuously tested using the Diagnostic Reading Assessment. The ESL and content teachers also use the results of the Math and ELA state exams to inform their instruction. These assessments have tremendous implications for targeting literacy and math concerns early on. Students are regularly assessed in math on a monthly basis. We address the diverse needs of ELLs through scaffolding, differentiated instruction, as well as targeted interventions. In addition to support offered by the ELL department, students may receive needs-targeted small group math and ELA instruction both within the classroom by the ESL and SETTS teachers, and after school by the content teacher.

6. Transitional Support for ELLs:

Transitional ELLs who have reached proficiency on the NYSESLAT will receive two push in ESL services during the ELA component of the school day. This support will continue for two years following the students' having tested out, and for longer time if decided necessary by the Pupil Personnel Team.

7. New Improvements to Be Considered for This Year:

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.
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7. New Improvements to Be Considered for This Year:

As stated earlier, the Special Music School is a unique multilingual environment. This year we will be focusing on better utilizing the DOE translation services to communicate more effectively with parents who speak other languages, such as Russian. We also are going to focus on increased support for transitional ELLs.

8. Services to be discontinued:

No services will be discontinued this year.

9. Equal Access to school programs:

Depending on needs indicated by classroom and standardized assessments, all SMS students may receive additional support in our afterschool extended day program, or in our homework help afterschool program.

10. Instructional Materials:

Instructional materials used to support ELLs include SmartBoards, the Internet, Foss kits, math manipulatives, blocks, audio-books, listening centers, picture books, trade books, word walls, language games, pocket charts, writing folders, graphic organizers, vocabulary charts, dictionaries, and various art materials.

11. Use of Native Language:

In general, the ELL instruction is provided in English only. As stated earlier, one of our goals this year is to increase our use of DOE and school based translation services for parents, as well as for students when seen necessary. The ESL teacher also plans to present a PD segment for the SMS staff that will focus on a basic contrastive analysis between English and Russian, and approaches to scaffolding content instruction for ELLs.

12. Required Services and Grade Level:

Our two ELLs are not entitled to additional services; however, required services such as SETTS, and Speech are provided on a grade by grade level and therefore correspond to ELLs ages and grades.

B. Programming and Scheduling Information--Continued

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13. Early Support of Newly Enrolled ELLs:

Additional Information

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Paste additional information here

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)?

NA

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.

1. PD for School Personnel

The ESL teacher will provide professional development seminars for all of SMS staff twice a year, and currently provides ongoing support to classroom teachers of ELLs during weekly lunch meetings. The ESL teacher attends these weekly grade level meetings to provide insight and instructional ideas for teachers of ELLs.

2. Support for ELL transition to high school

The ESL teacher works closely with the teachers and families of students to investigate the best high school choices for our ELLs. The high school application process is explained to students and their families at a meeting held by the middle school faculty. There is a bilingual translator made available at this meeting. The ESL teacher meets with students and their families half way through the year to discuss their progress as well as this application process.

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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?
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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)		1							1					2
Total	0	1	0	0	0	0	0	0	1	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													
	I													
	A		1											

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P									1				
	B													
	I													
	A		1							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			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									0
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

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.

1. DRA Results

Student Grade	DRA Level	Grade Level
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1	C	Y
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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: PS 859- Special Music School

School DBN: 03M859

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katerine Banucci-Smith	Principal		12/14/11
	Assistant Principal		
	Parent Coordinator		
Sarah Anderson	ESL Teacher		12/14/11
Grace Lim	Parent		12/14/11
Kristen Palmeri- Humanities	Teacher/Subject Area		12/14/11
	Teacher/Subject Area		
Francesca Ciotoli	Coach		12/14/11
	Coach		
	Guidance Counselor		
Dan Feigleson	Network Leader		12/14/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 3M859 **School Name:** The Special Music School

Cluster: 2 **Network:** CFN

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 first review the Home Language Survey to determine the home language as well as the parent's preference language for school communications. In addition, we will now be providing parents of newly enrolled students with the NYC DOE 'Preferred 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.

For the most part, all parents speak English, but we have two families in which Russian is the primary language. Because our school community is so intimate, the school community is familiar with all of the Special Music School students and their families.

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.

The Special Music School provides non-English speaking parents with translated documents provided by the NYC DOE translation unit, as well as standardized documents available on the DOE website, such as report cards. 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 additional written translation needs. In the case that a document for one of our two Russian monolingual families is lengthy, such as an individual progress report commentary, we will utilize our budgeted translation monies to employ the DOE vendor Lingua-Link for English to Russian translation.

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.

In addition to our use of the NYC DOE's over the phone translation services, oral interpretation services are provided to parents via the 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>.

The Special Music School will provide all non-English speaking parents with translated documents regarding critical communications such as:

- registration and selection;
- standards and performance;
- conduct and discipline;
- safety and health;
- placement in any special education, English Language Learner or non-standard academic program; and
- transfers and discharges.

SMS staff will utilize over-the-phone translation through the use of the DOE translation call center. School specific written translations will be submitted to the NYC DOE translation unit; and we will also provide translated standardized documents, which are available on the DOE

website, such as report cards. Due to the small size of our school community and the small number of parents requiring translation services, the school will also be able to meet the needs of individual 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 additional oral and written translation needs. In the case that a document for one of our two Russian monolingual families is lengthy, such as an individual progress report commentary, we will utilize our budgeted translation monies to employ the DOE vendor Lingua-Link for English to Russian translation.