



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _SCHOOL OF PERFORMING ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12x217

PRINCIPAL: SETH LITT **EMAIL:** SLITT22@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Seth Litt	*Principal or Designee	
Catherine Anderson	*UFT Chapter Leader or Designee	
Maria Martinez	*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>)	
	CBO Representative, if applicable	
Elba Acevedo	Member/Parent	
Charles Berenguer	Member/Parent	
Crystal Jordan	Member/Parent	
Sabrina Shine	Member/Teacher	
Denise Bowens	Member/Teacher	
Judi-Edwards	Member/Teacher	
	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.

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

For all students to make 1.5 years of reading growth as indicated by Fountas and Pinnel running records

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Comprehensive needs assessment

We administer the Fountas and Pinnell benchmark reading assessment three times a year to every student in our school and have selected this as a periodic assessment option. This assessment gives us valuable information regarding our students' independent reading levels, and the contributing literacy factors; Comprehension, Accuracy, Fluency and Pacing. We found, even in years, where a greater percentage of our students scored at proficiency on the State ELA exam, that below grade level independent reading was a major factor preventing students from high levels of proficiency. Last year, our school's state exam scores decreased. When we look at our students results, triangulated with their independent reading levels and what we learned about the increasing demands of complex text as we approach full adoption of the Common Core Learning Standards, as part of the Text Complexity Pilot, we understand this to be an even more essential data point to address. We also understand this to be a key component of college and career readiness, as the texts for Regents and Advanced Placement Courses are at an advanced level of complexity.

When we also understand this to be a high leverage learning need, as even many of students who enter 6th grade having scored at proficiency on the NYS ELA exam, score below grade level in Independent Reading when assessed with a running record. This students become at-risk as the complexity of text raise with each grade level.

This data is especially important for our students with disabilities and our English Language Learners, as almost all of these students enter our school multiple years below grade level in Independent reading.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
We have designed a structure for our English Language Arts Classes. That emphasizes four components of reading development; Increased amounts of leveled independent reading, guided reading in groups based on assessment data, opportunities to engage with complex text and the use of computer program to targets student's individual reading needs.

We use 100 Book Challenge to make sure that all classroom are stocked with leveled libraries for independent reading and that we have a method for tracking the amount of time that students spend reading independently that is accessible to students, staff and families. We publically display goals for independent reading throughout the school. We hold regular celebration for students who have met targets for independent reading and provide incentives for this effort as well.

We have dedicated professional development, the support of a literacy coach, consultants and have a fully stocked library of guided reading books to support the central change strategy in our literacy classrooms. Students are grouped by their independent reading levels and are seen In guided reading groups a minimum of two times per week. We have developed a literacy handbook which collects all of the resources and expectation around guided reading.

Every student in our school is assigned to an Adaptive technology program for reading, based on their reading levels and on their NYS ELA exam

scores. We have allocated resources over the past several school years to purchase the computer workstations, the file server, the software licenses and the teacher training necessary to implement this aspect of our strategy. Our most at-risk students, use System 44, which is aimed to support students phonemic awareness and basic literacy. The students currently using this program are in self-contained special education classes, who are also supported by push-in speech services and are new-comers whose native language is not based on the same phonemes as English.

Students who are 2-3 years below grade level are using Read 180, which supports students' development of fluency, accuracy, spelling awareness and comprehension.

Students who are close to, at or above grade level are using Achieve 3000, which uses leveled non-fiction text to increase students content knowledge and comprehension.

These software solutions offer students a greater level of individualization and feedback then instruction with a teacher alone can provide. In most of our literacy classes we have scheduled and staffed to have two teachers working with students.

All of these initiatives are supported by weekly Professional Learning Teams, during which teachers analyze the performance of individual and groups of students to plan instruction and adjust curriculum. We prepared for the full implementation of these pieces with extensive support for guided reading last school year, the pilot use of technology in special education classrooms last school year and a five week literacy institute last Spring. New teachers were trained on all components of this structure over the summer.

Strategies to increase parental involvement

- All parents meetings contain workshops featuring school leadership and the literacy coach to ensure that families are aware of their children's' independent reading level and understand what they can do to support increased reading.
- Parents are invited to celebrations of their children's success
- At all parent events families are given books to add to their home library
- Parent volunteers and the parent coordinator conduct ESL classes for parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school collaborates closely with our CFN network to ensure that we recruit highly qualified teachers and that all teachers become highly qualified/ We also work with teacher training programs such as Teach for America and NYC Teaching Fellows to find quality candidates. .

Service and program coordination

Our school has strategically used grant monies to support the embedded academic interventions to meet this goal. We use SES services combined with an Extended Day Violence Prevention Grant to provide afterschool programming to our students.

Budget and resources alignment

- FSF has supported the hiring of adequate staff to support guided reading all content areas,
- NYSTL funding has been used to provide class room libraries
- MS Task Force Funding has been used to fund technological infrastructure
- Title I funding has been used to fund the literacy coach position

- Title III funding will be used to support supplemental learning for English Language Learners

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

- A four percent increase in student attendance over the 2010-2011 school year.

Comprehensive needs assessment

During the past school year, our overall attendance rate declined. This decrease affected student academic performance. There were two main causes of the decrease in attendance, chronic absenteeism of students with serious social-emotional needs and students with a pattern of frequent absences. To better serve these students we evaluated our systems of parent involvement, reviewing student data, sharing information regarding student's social/emotional needs, supporting students and families social/emotional needs and incentivizing improved attendance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) We hold weekly attendance meetings where school leadership, guidance staff, attendance teacher, family worker and parent coordinator review student attendance data to plan interventions. These interventions range from increased parent outreach, to at-risk counseling, to teacher involvement, to home visits or involvement or external social service agencies.
 The school has also established a student intervention team in collaboration with our partner organization Turnaround for Children, to ensure that the social emotional needs of our most at-risk students are met, these intervention not only include in school guidance and mentorship but a partnership with an external mental health clinic which gives priority to our student so that families do not go on a long waiting list for services.
 The school incentivizes attendance by posting attendance goals throughout the school and rewarding students who meet these goals.
 Attendance data is regularly shared with teachers and teachers are aware of the referral process to the Student Intervention Team.
 The school uses an automatic dialing system to send home messages regarding attendance in every student's home language.
 The school has increased its social/emotional support for at risk students through hiring a new guidance counselor and social worker and adding the positioning of SAPIS worker and social work interns.

Strategies to increase parental involvement

- Parents are contacted in their home language with personalized information about their students' attendance.
- Attendance goals are made the topic of regular conversations with staff and parents and at parent meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- We work closely with our CFN to attract High Qualified teachers.

Service and program coordination

- A school based Montefiore clinic helps us to address our students well-being. An extended day violence prevention grant allows us to provide motivational after-school programming for our students.

Budget and resources alignment

- FSF funding is used for incentives such as per-session for staff members to run after-school and Saturday programming. FSF supports the staffing of the social work position and our partnership with Turnaround for Children. Title III Interpretation is used to provide key documents to parents in their native language.

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

To increase student proficiency in math by embedding the Common Core Learning Standards- Standards of Practice into all math unit plans and unit assessments and regularly analyzing student level data at Professional Learning Teams.

Comprehensive needs assessment

On the 2010-2011 NYS Math exam our the percentage of our students at proficiency decreased from 2009-2010. During the 2010-2011 school year we had implemented a more frequent system of assessment, with students quizzing on the week's performance indicator each Friday using the SMART response system and receiving instant feedback on their performance. We concluded that this system of assessment was missing the mark, that it too frequent as to allow for in depth analysis by students and teachers and that we were not accurately assessing our students ability to apply learned content to a variety of situations and with a complexity that matches the increasing demand as we phase in the Common Core Learning Standards. We also realized that a deep understanding at the point of learning is especially important for our students whose reading levels indicate that they may find difficulty in the language demands of complex math tasks if their content and skill knowledge is not secure.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Our instructional strategy t address the identified need begins with a revision of our method of assessment in math. We have shifted from quizzing students every week, to quizzing student every two weeks. This allows teachers more time to deeply analyze student results during Professional Learning teams and to adjust curriculum to allow for addressing student misunderstandings. It also allows for more time for Academic Intervention Services in Math to be responsive to student performance data.

We have also shifted the design of our assessment form all multiple choice questions to extended response questions. There are several benefits to this. The first is that the assessments, and therefore the teaching and learning that lead up to them place a greater demand on complex thinking. The second reason why this method of assessment is more effective is that it allows us to gather more meaningful data on students' mastery of skills and content. We are not only scoring these assessments for whether students arrived at the correct answer, but are scoring them as well for whether students demonstrated mastery of the corresponding Standard of Practice (aligned with the Common Core Learning Standards). By analysis these results during weekly Professional Learning Teams, teachers are able to adjust our curriculum and instruction not only based on the answers that students are producing but based on the thinking that leads to their answers. We are using Google Docs for teachers to upload the results of assessments as well to identify the common misunderstanding that students have, so as to adjust instruction and Academic Interventions. This work is led by a math coach, which is a new position as our school.

We have also established an Instructional Support Team, which consists of school leadership, instructional coaches, guidance staff, special education staff and educational consultants from Turnaround for Children. This team has developed a standard set if classroom based intervention that teachers are expected to use to support struggling students. Teachers can refer students who continue to struggle to this team so that a comprehensive and collaborative action plan can be developed to get the student to support the students learning.

We recognize that an important leverage point for growth in this area will be the way that we use assessment in instruction. To this end , in the Winter of 2011-2012, we are focusing our classroom visits and feedback to teachers around The Danielson Framework's 'Using Assessment in Instruction' as well as embedding the expectation that all lessons and all lesson plans will contain checks for student understanding.

Strategies to increase parental involvement

- We translate all critical school documents and provide interpretation during meetings and events as needed.
- We provide ESL classes for parents.
- We provide assistance to parents in understanding City, State and Federal standards and assessments.
- We are in the process of training all teachers to use online gradebooks to provide printed progress reports for all students.
- We will be sending home Unit test results to all families in a standards based report.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school collaborates closely with our CFN network to ensure that we recruit highly qualified teachers and that all teachers become highly qualified/ We also work with teacher training programs such as Teach for America and NYC Teaching Fellows to find quality candidates. .

Service and program coordination

- We use SES programs to address student learning needs.
- Our Children's First Network Supports our implementation of the Danielson Framework as a tool to increase teacher effectiveness.
- We use data collection and resource sharing tools such as ARIS to plan and analyze assessments.

Budget and resources alignment

- Teacher schedules are planned to allow for Professional Learning Teams
- FSF funding is used to fund a math coach
- Title I Sini funding is used to fund professional development and curriculum planning
- NYSTL funding is used to purchase academic intervention software

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 raise the ELA exam scores of students with disabilities

Comprehensive needs assessment

- During the 2010-2011 school year, our school did not meet AYP in ELA for students with disabilities, many of these students scored at a level 1 on the NYS exam. When we compare the results of their ELA exams, especially for those in a more restrictive environment, we saw that they were scoring below their general education peers, on both the NYS exam and on Fountas and Pinnel reading assessments. We saw that even though some of these students made progress on their state exam they are still not scoring at Proficiency.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
We have designed a structure for our English Language Arts Classes. That emphasizes four components of reading development; increased amounts of leveled independent reading, guided reading in groups based on assessment data, opportunities to engage with complex text and the use of computer program to target student's individual reading needs.

We use 100 Book Challenge to make sure that all classrooms are stocked with leveled libraries for independent reading and that we have a method for tracking the amount of time that students spend reading independently that is accessible to students, staff and families. We publicly display goals for independent reading throughout the school. We hold regular celebration for students who have met targets for independent reading and provide incentives for this effort as well.

We have dedicated professional development, the support of a literacy coach, consultants and have a fully stocked library of guided reading books to support the central change strategy in our literacy classrooms. Students are grouped by their independent reading levels and are seen in guided reading groups a minimum of two times per week. We have developed a literacy handbook which collects all of the resources and expectations around guided reading.

Every student in our school is assigned to an Adaptive technology program for reading, based on their reading levels and on their NYS ELA exam scores. We have allocated resources over the past several school years to purchase the computer workstations, the file server, the software licenses and the teacher training necessary to implement this aspect of our strategy. Our most at-risk students, use System 44, which is aimed to support students' phonemic awareness and basic literacy. The students currently using this program are in self-contained special education classes, who are also supported by push-in speech services and are new-comers whose native language is not based on the same phonemes as English.

Students who are 2-3 years below grade level are using Read 180, which supports students' development of fluency, accuracy, spelling awareness and comprehension.

Students who are close to, at or above grade level are using Achieve 3000, which uses leveled non-fiction text to increase students' content knowledge and comprehension.

These software solutions offer students a greater level of individualization and feedback than instruction with a teacher alone can provide. In most of our literacy classes we have scheduled and staffed to have two teachers working with students.

All of these initiatives are supported by weekly Professional Learning Teams, during which teachers analyze the performance of individual and groups of students to plan instruction and adjust curriculum. We prepared for the full implementation of these pieces with extensive support for guided reading last school year, the pilot use of technology in special education classrooms last school year and a five week literacy institute last Spring. New teachers were trained on all components of this structure over the summer.

Strategies to increase parental involvement

- All parents meetings contain workshops featuring school leadership and the literacy coach to ensure that families are aware of their children's' independent reading level and understand what they can do to support increased reading.
- Parents are invited to celebrations of their children's success
- At all parent events families are given books to add to their home library
- Parent volunteers and the parent coordinator conduct ESL classes for parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school collaborates closely with our CFN network to ensure that we recruit highly qualified teachers and that all teachers become highly qualified/ We also work with teacher training programs such as Teach for America and NYC Teaching Fellows to find quality candidates. .

Service and program coordination

Our school has strategically used grant monies to support the embedded academic interventions to meet this goal.
We use SES services combined with an Extended Day Violence Prevention Grant to provide afterschool programming to our students.

Budget and resources alignment

- FSF has supported the hiring of adequate staff to support guided reading all content areas,
- NYSTL funding has been used to provide class room libraries
- MS Task Force Funding has been used to fund technological infrastructure
- Title I funding has been used to fund the literacy coach position
- Title III funding will be used to support supplemental learning for English Language Learners

ANNUAL GOAL #5 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 #5

- To make curriculum and student progress toward mastering curriculum visible and accessible to staff, students and families.

Comprehensive needs assessment

Even though we placed a great emphasis on developing instructional, including curriculum mapping and uniform grading policy during the 2010-2011 school year, we learned that the curriculum was not public and not collaborative enough as to have the kind of teacher and student input to render it viable. We also found that when we interviewed students, they did not have a good sense, of what they were learning and why, and only in some places did they know what they were required to do to “get a good grade.” Moreover although we had curriculum maps and unit plans, they were not public and not collaborative. Because of this we did not spend enough time re-designing curriculum to give access to students with different learning needs, be they students with IEPs or English Language Learners.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

In the summer of 2011 all staff members were invited to come to school and help write and revise the curriculum along with school and instructional leadership. Following on this work all curriculum maps were uploaded in to online Curriculum Mapping program Atlas Rubicon. Lesson plan expectation were then revised to align with curricular expectations. The written curriculum was then summarized in year long maps and posted publically for all students and staff throughout the school . It was also posted in the major places where they would be seen by and could be discussed with families; in the main office, the family worker’s office, guidance offices, PTA office and the family resource center. All staff will then be trained during monthly staff development conferences and election day professional development on the curriculum mapping tool. This work will continue during professional learning teams. Teachers will be supported in collaboratively revising grading policies, which will be communicated to parents during parent-teacher conferences. These grading policies will then be used to develop online grade books using Engrade. Staff will be supported during one-to-one meeting with school leadership and during professional learning teams. During the second marking all teachers will print an academic progress report for their students which will be mailed directly to all families. This practice will be embedded into more frequent communication following the first implementation. A teacher team will then work on rewriting our sequence and curriculum maps into think curriculum guide booklets, which will the be translated and sent to all parents in their home language. During professional learning teams, teachers will work on an on-going basis to revise unit plans to meet the needs of all learners including students with IEPs and ELLs. This work of adaptation and modifications will be supported by lunch and learns and professional development led by instructional leadership.

Summer 2011- SINI funding is used to begin curriculum planning.

Fall 2011- Unit plans for all subjects uploaded to a collaborative planning site.

Fall 2011- Year long curriculum maps for core subjects are published and publically posted

Winter 2011- 2012- all teacher begin using on-line grade books which align with curriculum, pacing and standards.

Winter 2011-2012- Academic Progress reports are standardized across the school, aligned with grading policy , printed and shared with families.

Winter 2011-2012- Curriculum guides are published for each subject and shared with families in small format

Spring 2012- Online Grade Books go live with families granted online access to view assignments, student grades and communicate directly with teachers.

Strategies to increase parental involvement

- All materials will be sent home in families' home language
- All aren't meeting will involve a report on curriculum
- Progress reports will be directly mailed to all families
- Teachers will use progress reports to provide families with explicit information on how they can support student academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school collaborates closely with our CFN network to ensure that we recruit highly qualified teachers and that all teachers become highly qualified/ We also work with teacher training programs such as Teach for America and NYC Teaching Fellows to find quality candidates. .

Service and program coordination

- SINI grant supports curriculum development. Title I funds literacy coach. The school's participation in the Common Core Literacy Pilot provides all staff members with access to Atlas Rubicon Curriculum Mapping Software.

Budget and resources alignment

- In the past the school has used FSF to purchase an online gradebook program. To a decrease in funding and a priority on hiring effective staff, we have found an online, cost-free alternative.
- SINI- Title I grant funding has been used to pay for teacher and supervisor per-session (Assistant Principal) to support summer curriculum planning.
- FSF will be used for postage to mail progress reports and curriculum guides directly to families.
- Title I 10% funds the literacy coach's salary
- FSF will be used in OTPS to fund appropriate textbooks and supplies to support the curriculum
- FSF will fund per-session for curriculum development led by the IEP teacher to support students with disabilities
- Title III Funds will support per-session for teachers for after/before school programs for ELLS and materials for these programs.
- FSF supports per-session curriculum development after school for teachers.
- Title II Funds will support the translation of materials into families' home language.
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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								
5								
6	75	40	10	10	12		16	110
7	70	35	10	10	14		22	100
8	70	40	10	10	14		22	90
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	Read 180 <i>one-to-one, during the school day, before or after school,</i> System 44 <i>one-to-one, during the school day, before or after school,</i> Achieve 3000 <i>one-to-one, during the school day, before or after school,</i> Guided Reading <i>small group, during the school day, before or after school,</i> Explode the Code <i>small group, during the school day,</i> 100 Book Challenge <i>one-to-one, during the school day, before or after school,</i>
Mathematics	Small Group Tutoring <i>small group, during the school day</i> Success Maker <i>one-to-one</i>
Science	Achieve 3000 <i>one-to-one, during the school day, before or after school,</i> Small Group Tutoring <i>small group during the school day</i>
Social Studies	Small Group Tutoring <i>small group during the school day</i>
At-risk Services provided by the Guidance Counselor	Small Group and Individual Counseling- during the school day
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Small Group and Individual Counseling- during the school day Family Outreach and care Coordination- after-school

At-risk Health-related Services

School Based Montefiore Clinic- during the school day
Family Life Institute- external, after school

**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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12x217 **School Name:** School of Performing Arts

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: 2 Restructuring Year 2

Category: Comprehensive

Intervention:
 Joint Intervention Team visit (JIT)

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

We administer the Fountas and Pinnell benchmark reading assessment three times a year to every student in our school and have selected this as a periodic assessment option. This assessment gives us valuable information regarding our students' independent reading levels, and the contributing literacy factors; Comprehension, Accuracy, Fluency and Pacing. We found, even in years, where a greater percentage of our students scored at proficiency on the State ELA exam, that below grade level independent reading was a major factor preventing students from high levels of proficiency. Last year, our school's state exam scores decreased. When we look at our students results, triangulated with their independent reading levels and what we learned about the increasing demands of complex text as we approach full adoption of the Common Core Learning Standards, as part of the Text Complexity Pilot, we understand this to be an even more essential data point to address. We also understand this to be a key component of college and career readiness, as the texts for Regents and Advanced Placement Courses are at an advanced level of complexity.

When we also understand this to be a high leverage learning need, as even many of students who enter 6th grade having scored at proficiency on the NYS ELA exam, score below grade level in Independent Reading when assessed with a running record. These students become at-risk as the complexity of text raise with each grade level.

This data is especially important for our students with disabilities and our English Language Learners, as almost all of these students enter our school multiple years below grade level in Independent reading.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We have designed a structure for our English Language Arts Classes. That emphasizes four components of reading development; Increased amounts of leveled independent reading, guided reading in groups based on assessment data, opportunities to engage with complex text and the use of computer program to targets student's individual reading needs.

We use 100 Book Challenge to make sure that all classroom are stocked with leveled libraries for independent reading and that we have a method for tracking the amount of time that students spend reading independently that is accessible to students, staff and families. We publically display goals for independent reading throughout the school. We hold regular celebration for students who have met targets for independent reading and provide incentives for this effort as well.

We have dedicated professional development, the support of a literacy coach, consultants and have a fully stocked library of guided reading books to support the central change strategy in our literacy classrooms.

Students are grouped by their independent reading levels and are seen in guided reading groups a minimum of two times per week. We have developed a literacy handbook which collects all of the resources and expectation around guided reading.

Every student in our school is assigned to an Adaptive technology program for reading, based on their reading levels and on their NYS ELA exam scores. We have allocated resources over the past several school years to purchase the computer workstations, the file server, the software licenses and the teacher training necessary to implement this aspect of our strategy. Our most at-risk students, use System 44, which is aimed to support students phonemic awareness and basic literacy. The students currently using this program are in self-contained special education classes, who are also supported by push-in speech services and are newcomers whose native language is not based on the same phonemes as English.

Students who are 2-3 years below grade level are using Read 180, which supports students' development of fluency, accuracy, spelling awareness and comprehension.

Students who are close to, at or above grade level are using Achieve 3000, which uses leveled non-fiction text to increase students content knowledge and comprehension.

These software solutions offer students a greater level of individualization and feedback than instruction with a teacher alone can provide. In most of our literacy classes we have scheduled and staffed to have two teachers working with students.

All of these initiatives are supported by weekly Professional Learning Teams, during which teachers analyze the performance of individual and groups of students to plan instruction and adjust curriculum. We prepared for the full implementation of these pieces with extensive support for guided reading last school year, the pilot use of technology in special education classrooms last school year and a five week literacy institute last Spring. New teachers were trained on all components of this structure over the summer.

The next phase of this work will be to align our curriculum with a comprehensive set of resources that support English Language Learners and students with disabilities and to offer comprehensive professional development on differentiated instructional strategies to support our English Language Learners and Students with disabilities.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10% of our Title I funding is used to fund a full time literacy coach. Her roles including the facilitating of professional learning teams, planning rigorous curriculum, supporting teachers in adapting curriculum to the needs of their students, classroom observations, arrainging teacher co-visitations and working with the parent coordinator to support

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teacher mentoring is done by both of our instructional coaches and by an additional designated teacher. These mentors meet with school leadership to discuss the patterns and trends that they in mentee's classrooms. These teachers are also supported by being incorporated in professional learning teams with veteran staff and being scheduled for intervisitations.

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

The school will notify all parents and families about the school's identification for school improvement by mailing home letters in all students' home language. We will use translation and interpretation funding to ensure that all students receive the letter in their home language. We will also use our auto-dialing system to invite parents for a meeting where the school's identification for school improvement will be discussed.

**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 Jose Ruiz/Rudy Rupnarain	District 12	Borough Bronx	School Number 217
School Name School of Performing Arts			

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

Principal Seth Litt	Assistant Principal Bertram Knight
Coach Xochitl Arenas	Coach Courtney Jones
ESL Teacher Marilyn Harding	Guidance Counselor Xiomara Diaz
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Ali Durmo
Related Service Provider	Other
Network Leader	Other

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	2	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	1	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	1	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	328	Total Number of ELLs	55	ELLs as share of total student population (%)	16.77%
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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. 

Prior to enrollment, students and parents are informally interviewed by Mrs. Harding, to determine eligibility. The teacher will then administer the HLIS Home Language Survey in the parent's native language, an interpreter will be utilized if necessary. Once newly enrolled students are identified by Mrs. Harding, a certified teacher as eligible, they are tested in the LAB-R within 10 days of attendance and LAB-R Spanish for those identified as Spanish speaking students, by her. They are then placed in the beginner, intermediate and or advanced ESL program. Once in the program, students are assessed yearly and placed in an ESL program based on their NYSESLAT score. The RLAT, ATS report, will list all our ELLs eligible for testing for NYSESLAT. Yearly, the NYSESLAT is evaluated by the staff for students' performance at each modality (speaking, listening, reading and writing). Using this data, it will enable us to determine our implications for instructions. For example, the ELA teacher, along with the ESL teacher, may need to work on writing components with a student that is performing at an Advanced level in all areas, but struggling at writing. Each spring, students are tested for NYSESLAT. Blocked periods in the program are made to accommodate the ELLs with the adequate time and provisions as mandated by New York State for testing in all four modalities. Testing usually lasts two weeks to ensure all students are tested within that time frame and given ample time. All teachers of ELLs, will be involved in the testing process.

Once enrolled, an orientation meeting is held within the first 14 days of September for the parents of newly enrolled ELL students. At this meeting, all program options (TBD, Dual Language and Freestanding ESL) are discussed to help parents select the program they deem best for their child as well as which of these programs are offered at our school. A Parent Orientation Video is shown to all parents with possible choices of programs for their children. If a program of their choice is not offered at our school, we refer them to the appropriate contact to help them identify a school that would have the program they would like their child enrolled in. This process is repeated throughout the year as new ELL students continue to be enrolled. If parents are not available to attend meetings we contact them to set up orientation sessions that tailor to their needs. The information disseminated is provided in the parent's native language, if needed an interpreter will be available if the materials are not available in that language. At this time parents are also provided Parent Surveys and Program Selection forms which usually have a deadline to return them. We make an effort to obtain these for newly enrolled students when parents attend the Parent Orientation session. If not, students that have not returned the forms, the Parent Coordinator will make the necessary phone calls until all the letters are returned. Mrs. Harding, a certified teacher, is responsible for collection, sorting and disseminating all entitlement, non-entitlement letters and parent surveys. These are compiled in an ESL binder.

Any issues or concerns of the parents are addressed at these meetings. Parents are invited to all special events the schools hosts for all of our students.

After reviewing the Parent Survey and Program Selection forms for the past few years we have noticed that parents for the most part select having their children placed in ESL Freestanding Programs.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	18
SIFE	6	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	12

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	29	5	5	14	1	7	12	0	6	55
Total	29	5	5	14	1	7	12	0	6	55

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
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	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							23	10	16					49
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2							2
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									3					3
TOTAL	0	0	0	0	0	0	26	10	19	0	0	0	0	55

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.

A. Programming and Scheduling Information

- 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.a. Pull-Out –Entire Special Ed. or CTT classes all grades; 6th and 7th, 8th Self Contained.

b.ELL students are placed in classes per grade heterogeneously. For example, ELL students in the 8th grade are all in one class and they are of heterogeneous levels.

2.Mrs. Harding, one of the ESL teachers has blocked periods of ESL for 6th grade. Ms. Stark has blocked periods of ESL for 7th and 8th grade students. Additionally, students receive additional two periods of ESL for reinforcement and further support for all beginner, intermediate and advanced students. When necessary Mrs. Harding also pushes in to provide all special education students with mandates minutes of ESL. She also has blocked periods for Advanced students, they receive 180 minutes of ESL. All Beginner and Intermediate students receive a minimum of 360 minutes of ESL, a minimum of 90 minutes of ESL per day. Beginner students receive additional ESL services through Small Group Instruction periods.

3.Content area subjects are taught through a variety of ESL strategies, techniques and approaches (TPR, Scaffolding, Contextualization, Vocabulary Building through meaningful activities). The rooms are visually and print rich. The use of technology (Smartboard and computers with software) is used to activate and build prior knowledge as well as the visuals needed to aid in comprehension. Content area teachers are also given bilingual dictionaries as well as bilingual glossaries with key terms used in subject areas.

4.ELL Subgroups Differentiated Instruction-

Use of Fountas and Pinnell running records to identify reading level and areas of need in reading for each student.

We have 3 SIFE students. After school and morning programs are provided to aid our students academically. SIFE students receive continued one on one assistance during Small Group periods and are enrolled in extended day.

Less than three years- After school programs are provided to aid our students academically, are also enrolled in extended day. These students receive AIS periods.

More than 4 to 6 years- After school and morning programs are provided to aid our students academically. These students are also enrolled in extended day. These students receive additional help in reading and writing during the ESL and ELA classes using adaptive technology such as: Read 180, System 44 and Rosetta Stone.

Completed 6 years- After school programs are provided to aid our students academically. These students are also enrolled in extended day. These students receive additional help in Small Group instruction and through adaptive technology.

Special Education students are mainstreamed in the ESL pull out programs as well as Title III programs. After school programs are provided to aid our students academically. These students are enrolled in extended day.

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:

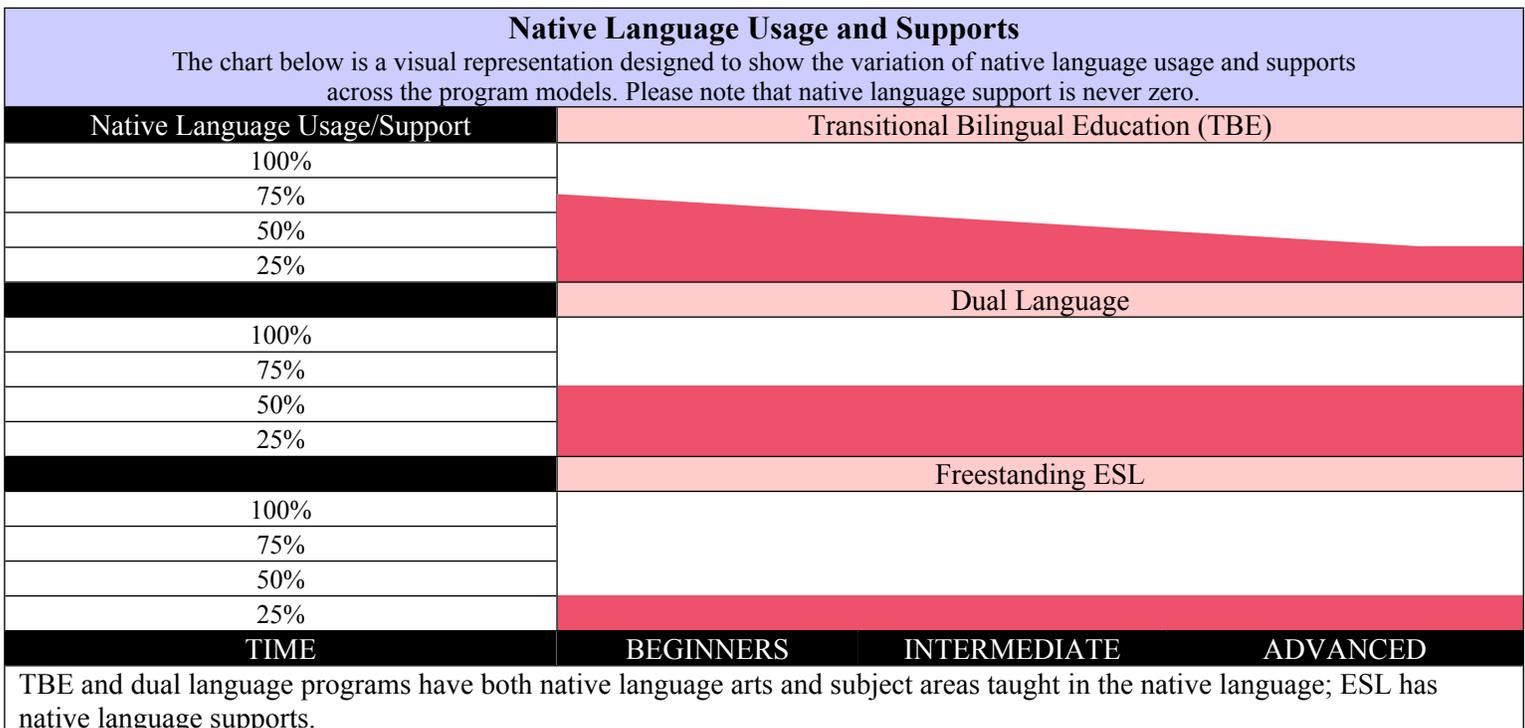
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		

Social Studies:	0
Math:	0
Science:	0

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

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?

Spanish LAB-R is used to assess ELLs in their native language. That assessment will provide ESL teachers with some knowledge of the students' prior knowledge in their native language. Aids such as Rosetta Stone English programs in the classroom's computers, Read 180 and System 44 are utilized for researching and building on prior knowledge, leveled bilingual libraries and use of Smartboards in each classroom with access to the Internet to expose our students to prior knowledge needed and visual support as well. Laptops carts are available for all teachers to aid in instruction. In addition, students are given a running record at the beginning of the year to ascertain their reading level and for guided reading instruction at the students' reading level. Running records are performed three times a year to ascertain progress and for instructional planning and evaluation. In lieu of the Running records, our newcomers will not be assessed in the same manner, as they will be assessed informally through a portfolio which will address all four components of the NYSESLAT modalities (reading, writing, speaking, listening).

In order to assist newly enrolled ELL students before the beginning of the year, parents are invited to attend a school tour and an orientation on the educational and recreational services available for students as well as for the parents. During this time parents there is a discussion on the instructional strategies, activities and programs being implemented to ensure that our ELL population meet the standards and pass all required city and state assessments.

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)?

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.

ESL teachers will participate in professional learning team meetings to discuss student work and best practices, as well as discuss ESL methodologies. ELL Liason will meet with the Math coach to turnkey to other ESL and non-ESL teachers providing instruction to the ELLs, and ESL strategies.

During these periods approaches and strategies that support ELLs are studied, discussed and implemented and later evaluated. During this time both ESL teachers provide the staff training which include strategies, intervisitations, activities and the elements of a balanced

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During these periods approaches and strategies that support ELLs are studied, discussed and implemented and later evaluated. During this time both ESL teachers provide the staff training which include strategies, intervisitations, activities and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELLs. Both ESL teachers and key content area teachers have either attended QTEL training or are scheduled to attend. QTEL is a unique professional development initiative. Instead of simplying the curriculum and lowering expectations for ELLs, through QTEL teachers learn to further intellectually challenge ELLs with high levels of support. Content area instruction is done in consultation with both ESL teachers. The ESL pull out teacher confers with subject area teachers about their common students and share pertinent information in regards to their social and academic development and progress. ESL teachers will also attend BETAC workshops which focus on ELL instruction and development, this will enhance the professional development of staff.

We support our staff with information on which high schools most of our students are interested in and are usually sent to so that they can take their students and visit these schools. In addition, we provide our staff with information about our feeder schools' instructional program, approximately how many ELLs we expect from these elementary schools as well as access to the students' records.

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?

Our school hosts a myriad of workshops that parents of ELLs would be interested in and benefit from. We ascertain these needs based on interviews the Parent Coordinator has with parents both formally and informally.

Additionally, ESL classes for the parents will be held beginning October.

Examples of these workshops our parents demonstrated interest on are:

Building Literacy At Home, Supporting Our Students in Mathematics, Flower Arrangement Making, Reproductive Health and Awareness, Ensuring a Proper Nutrition. At the end of the workshops, parents complete an evaluation form to inform the school of how successful was the workshop in satisfying their needs and how we can make them more meaningful. The evaluation also includes a question soliciting information about other workshops our parents would be interested in, so that we can then prepare future workshops our parents are interested in.

Our CBO which is SISDA provides workshops and classes in these areas which our parents have demonstrated an interest in and a need- Introduction to Computers, Cooking and Baking, Fitness, ESL, GED.

All information that is disseminated to parents is written in Spanish and English since most of our ELLs are of Spanish speaking background. To accomadtae the needs of parents' whose native language is not Spanish or english, we use the Department of Educations Office of Translation and Interpretation.

Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							12	4	9					25
Intermediate(I)							5	2	6					13
Advanced (A)							7	4	4					15
Total	0	0	0	0	0	0	24	10	19	0	0	0	0	53

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	4	5	1	0	10
6	5	2	0	0	7
7	4	3	0	0	7
8	3	0	0	0	3
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	1	1	3	3	1	1	0	0	10
6	2	2	8	5	0	0	0	0	17
7	2	5	5	3	3	0	0	0	18
8	3	0	0	0	0	0	0	0	3
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	3	0	0	0	0	0	0	0	3
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

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: <u>School of Performing Arts</u>		School DBN: <u>12X21</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seth Litt	Principal		10/14/11
Bertram Knight	Assistant Principal		10/14/11
Ali Durmo	Parent Coordinator		10/14/11
Marilyn Harding	ESL Teacher		10/14/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Xochitl Arenas	Coach		10/14/11
Courtney Jones	Coach		10/14/11
Xiomara Diaz	Guidance Counselor		10/14/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **12x217** School Name: **School of Performing Arts**

Cluster: **6** Network: **608**

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.

The school regularly reviews the Home Language Identification Survey to ensure that we offer appropriate and timely information in a language that families understand. During weekly cabinet meetings we discuss the key communications that will be going out to families so that we can appropriately plan to have these resources available in a timely manner. We also pay careful attention to the types of documents which we share with parents.

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.

We learned that we provide appropriate translation of communicative mediums, including letters, notices, permission slips and automated calls. We also found that our interpretation support is appropriate when the contact is pre-arraigned or when the contact passes through our main office, the office of our family worker or parent coordinator. This includes direct phone conferences, scheduled meeting with parents, all events and presentations, parent teacher conferences, emergency contact, IEP conferences and MDR conferences. We reported these findings during staff conferences and by posting in the school. We remind staff of the availability of over the phone interpretation, if no other staff member can assist them.

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.

Our school has several staff members and parent volunteers who translate key documents into the native language of our families. We ensure that this is done in a timely manner by developing a school year calendar of events and being proactive in providing time for translation. When the scope or the technical details of the document are beyond our school's capacity we use an outside vendor.

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.

For the majority of our interpretation we use our in house staff or a parent volunteer , aligned to the language needs of our families. On a day to day basis we have many staff members who are able to provide interpretation. For special events, we use the support of parent volunteers or contract an outside vendor.

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>.

Our school has posted notices, in the native language of families, regarding the availability of translation and interpretation at the entrance to the building and in the school's offices. These are clearly posted in places where families will see them upon their entry to the school.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: I.S. 217	DBN: 12x217
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Two subgroups of our ELL population are the focus of supplemental services, newcomers and long-term ELLs. We have enrolled in the English 3D pilot with Scholastic and will be using this as a supplemental program with our long-term-ELLs. Our newcomers receive direct instruction in a combination of teacher-directed materials using texts such as "Getting ready for the NYSESLAT" and in using software such as System 44 or Read 180, from Scholastic, which support all four modalities. Students receive instruction from a combination of a bilingual teacher and general education. Our Saturday program runs from February 4th- June 16th. Fifteen students who are English Language Learners participate in Saturday Academy.

Our parent coordinator teaches ESL classes to parents several mornings (Mon-Wed 9:00-10:00, September- June 26th) and afternoons (Monday, Wednesday 6-8 PM, March 15- June 26th) a week. We make every effort to have newcomers attend these classes with their parents so that they can support each other in their acquisition of English. Our school also programs students for "Small Group Tutoring" periods throughout the school day. During these times we effectively reduce class size by splitting classes into groups where students can be more directly served according to their needs. For English Language Learners who need additional support, these times are used to receive direct instruction from bilingual and ESL teachers. By using our assessment data we can adjust these groups to meet student needs as necessary.

Part C: Professional Development

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

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

Begin description here: Our professional development for ELL instruction falls into two categories; pd that is aimed to support programs that are fully targeted and intended for English Language Learners only, and professional development that is aimed to support the learning of ELLs in mainstream classrooms. For ELL specific programs our ESL and Bilingual teachers are receiving training as part of the English 3D pilot. These teachers are also part of Professional Learning teams where they work with our Literacy Coach, Mrs. Arenas who is a certified ESL teacher. These meetings are held weekly, which began in September and run through the end of the school year teachers analyze the data from ELLs and plan ways to adjust instructions and support students' acquisition of language in all 4 modalities. These meetings take place for 90 minutes a week.

Mrs. Harding also holds a series of workshops that are intended for teachers who instruct ELLs in other content areas. These lunch and learns take place during both lunch periods once a month. During these workshops, Mrs. Harding shares QTEL strategies that allow teachers to modify instruction and instructional

Part C: Professional Development

materials to meet the needs of ELLs. Several of these workshops focus on the need to put appropriate instructional scaffolds in place that allow ELLs to both acquire language and to gain access to complex text and tasks.

Part D: Parental Engagement Activities

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

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

Begin description here: Our parent coordinator, Mr. Durmo teaches ESL classes for parents four morning a week. These classes are targeted specifically for the parents of ELLs who themselves are not proficient speakers of English. Our rationale is that as parents gain greater mastery of English, they are more empowered to to support their children in school and support their acquisition of English. The classes focus on the language that is most useful in communicating in school and in employment setting. Real life materials, including job applications are used to help parents gain a functional acquisition of the language skills necessary for these settings. The class has begun using the Rosetta Stone as well. These classes take place Mon- Wednesday at 9 AM and Mon and Wednesday at 6 PM.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		