



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: SCHOOL OF PERFORMING ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X217

PRINCIPAL: MAIYSHA R. ETIENNE

EMAIL: METIENNE3@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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Maiysha R. Etienne	*Principal or Designee	
Judi Edwards	*UFT Chapter Leader or Designee	
Elba Acevedo	*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	
Maria Martinez	Member/Parent	
Charles Berenguer	Member/Parent	
Kenny Rodriguez	Member/Parent	
John Wahl	Member/Teacher	
Luz Torres	Member/Teacher	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- I.S. 217 should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of I.S. 217’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If I.S. 217 has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. I.S. 217 is encouraged to use the template as it is provided, or align it in accordance with I.S. 217's goals, or replace it entirely with a Parent Involvement Policy created by I.S. 217 that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

“School leaders should ensure through their follow-up observations that teachers use the feedback from observation and the strategies identified in professional learning team meetings to improve their instruction.” (JIT, 2011, p. 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader’s vision

____ 2.4 School leader’s use of resources

____ 2.3 Systems and structures for school development

X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, school leaders will conduct a minimum of 5 classroom observations per teacher and will provide teachers with feedback and resources to improve their instructional practices aligned to a research-based teacher effectiveness rubric that articulates clear expectations for teacher practice.

Instructional strategies/activities

- During the monthly faculty conference all teachers will analyze specific Danielson Framework for Teaching components, watch teaching videos, and assess the teaching practices based on the framework.
- Using an informal observation tool based on the Danielson Framework for Teaching and the CCLS the administrative and coaching team will observe each teacher multiple times.
- The administrative team will provide every teacher with feedback of the observation through email, handwritten templates, or one to one meetings.
- The administrative team will discuss and analyze data gathered from the observations and link I.S. 217 wide professional development plan to these observations.

Budget and resource alignment

- Indicate I.S. 217’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that I.S. 217 is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, etc.

Service and program coordination

See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, etc. (Budget Codes U1DU, U7OL (Literacy Curriculum Consultant); GKGXN, GK4UU, GKH7M, GKGXN (Staff Professional Development re: CCLS & Literacy Instructional Strategies, and Curriculum Development)

Title I Priority/Focus Funds- GKZVC (Saturday Program for 125 students focused on CCLS aligned instruction); GKZVE (Saturday program supervision); UJL9 (I-Ready Diagnostic and Instructional Online Program; Boardworks Smartboard Interactive Software, Engrade Online Grade Book); GKZVO (Small Group personalized student instruction, Special Education Team Meeting); UJLF,UJLJ (General Classroom Instructional Supplies, cooperative learning/student engagement charts, paper, pencils, folders, highlighters, magazines, etc)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

“School leaders should provide professional development (PD) to introduce teachers to a wider range of instructional strategies that can be used in ELA instruction to promote greater student participation in the learning process. Teachers should be expected to implement these strategies, and school leaders should monitor effectiveness and provide additional PD for teachers when necessary.” (JIT, 2011, p. 3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 4.2 Instructional Practices and strategies

 4.4 Classroom environment and culture

 4.3 Comprehensive plans for teaching

 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, 90% of teachers will receive at least 20 hours of professional development focused on student engagement, literacy instructional strategies, and effective questioning and discussion techniques as evidenced by artifacts from team meetings and professional development workshops.

Instructional strategies/activities:

All teachers will every teacher with periodic coaching, support, and feedback to ensure all teachers become proficient in

- All teachers will receive periodic coaching, support and feedback on how to effectively incorporate Kagan Cooperative Learning Structures into their classroom instruction in order to increase student engagement , increase rigorous questioning and discussions, and monitor student understanding.
- Teachers will receive PD on the Universal Design for Learning (UDL) and will incorporate these strategies into all units and lessons in order to increase achievement for SWDs and ELLs
- Teachers will participate in workshops designed to increase knowledge of instructional strategies to support ELL student achievement.
- Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional practices:
 - Requiring students to ground reading, writing, and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.
 - Explicit Reading/Writing Strategies such as Reciprocal Reading, Shared Reading and Writing, and Guided Reading.
- Teachers will receive PD and on-site coaching on how to incorporate Kagan Cooperative Learning Structures in order to increase student engagement and student centered instruction.

Budget and resource alignment

- Indicate I.S. 217’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that I.S. 217 is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Title I-P/F

Service and program coordination

See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, etc.

(GKZVC,GKZVN,GKGXN,U1DL,U1DU,U7OL, U9CH,VUIV,U7OM). Budget Codes U1DU, U7OL (Literacy Curriculum Consultant); GKGXN, GK4UU, GKH7M, GKGXN (Staff Professional Development re: CCLS & Literacy Instructional Strategies, and Curriculum Development)

Title I Priority/Focus funds under code U1DL were utilized to fund weekly on-site job imbedded professional development and coaching on a variety of cooperative learning instructional strategies in order to increase rigor and student engagement. PD was provided as part of our partnership with TurnAround for Children. UJLF,UJLJ (General Classroom Instructional Supplies, cooperative learning/student engagement charts, paper, pencils, folders, highlighters, magazines, etc)



Service and program coordination

See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, etc....(GKZVO,U1DL, UJL9,U712,U7HY)

Title I Priority/Focus Funds- U1DL (TurnAround Partnership, Achievement Coach provides weekly professional development and classroom coaching regarding Kagan Cooperative Learning Structures and Diffusing Disruptive Behavior. In addition, Social Worker Interns provide small group counseling to students.) GKZVC (Behavior Intervention program, Dean meets with students during morning entry and breakfast to address issues and concerns that may affect students ability to focus on academics);T87E, TDV1 (Parent Workshops re: Peace in the Family-Communicating with Children, Assisting with Conflict Resolution, Supporting Students Academic Progress; Motivating Students and the affects of stress on student academic success);GKZVO (Small Group personalized student instruction, Special Education Team Meeting)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

*“Further develop the partnership between home and school to communicate high expectations and support students to improve their learning outcomes.”
(Quality Review, 2012, p. 5)*

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

By June 2013, school leaders will increase the percentage of parents who actively engage in school activities with a focus on understanding expectations of the Common Core Learning Standards and their role in promoting their child(ren)’s success at school as evidenced by artifacts from parent workshops and meetings.

Strategies to increase parental involvement and engagement

- School will establish a Teacher/Parent Home Visit program and teachers and staff members will visit at least 50% of 6th graders homes.
- School Administration and Parents will establish a parent resource library.
- Parents will be invited to participate in staff/parent book club.
- School will sponsor 6th grade orientation, curriculum night, and 8th grade parents meetings.
- ESL and Citizenship Classes for parents.
- Parent meeting for ELLs, discussing NYSESLAT exam structure, requirements for promotion, and curriculum.
- Common Core and ESL student information for parents.
- Parent support for reading and math workshops for ELL students.
- Establish parent volunteer program.

Budget and resource alignment

- Indicate I.S. 217’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that I.S. 217 is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I P/F

Service and program coordination

See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, etc.(GL3PX,UJLN,U71O, U710)

Title I Priority/Focus Funds: T87E, TDV1(Parent Workshops: MorningSide Center for Teaching Social Responsibility Peace in the Family Workshops- Communicating with Children, Assisting with Conflict Resolution, Supporting Students Academic Progress; Learning Symposium Motivating Students and the affects of stress on student academic success)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in I.S. 217.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Just Words Guided Reading Achieve 3000 I-Ready Diagnostic & Instruction Reciprocal Reading	Small group, one-on-one	During the school day, before school, and Saturdays
Mathematics	I-Ready Diagnostic & Instruction	Small group, one-on-one	During school day and Saturdays
Science	Achieve 3000 NYS Science Exam Prep	Small group	During School day & Saturdays
Social Studies	Achieve 3000 Reciprocal Reading	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and one-on-one counseling. Family outreach	Small group and one-on-one	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- The school has a hiring committee comprised of teachers and the school administration.
- The team utilizes the DOE's New Teacher Finder on-line program to solicit resumes and also attends DOE sponsored job fairs. In addition, the team recruits NTC Teaching Fellows.
- School administration has individual conferences with each teacher to discuss professional goals, strengths and areas for growth.
- The school leaders review professional goals of teachers in order plan assignments and professional development and leadership opportunities for teachers.
- The school administration carefully reviews teachers' licenses and certification areas to ensure that they are eligible to teach in the assigned subject and grade level.
- School leaders provide all new teachers with a mentor and host new teacher workshops facilitated by the Principal, AP, or literacy and math coaches.

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 I.S. 217. Therefore, I.S. 217, 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 I.S. 217 and the families. I.S. 217'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 I.S. 217 community. I.S. 217 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 I.S. 217 community;

I.S. 217'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. I.S. 217 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 I.S. 217. 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, I.S. 217 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 I.S. 217 and will work to ensure that I.S. 217 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;

I.S. 217 will further encourage school-level parental involvement by:

- Implementing a new home school visit program whereby Staff members will visit homes in order to foster a positive relationship with families.
- 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;
- Hosting workshops on anger management, parenting, and conflict resolution.
- Hosting ESL and Citizenship classes for parents.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

SCHOOL-PARENT COMPACT

I.S. 217, 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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:

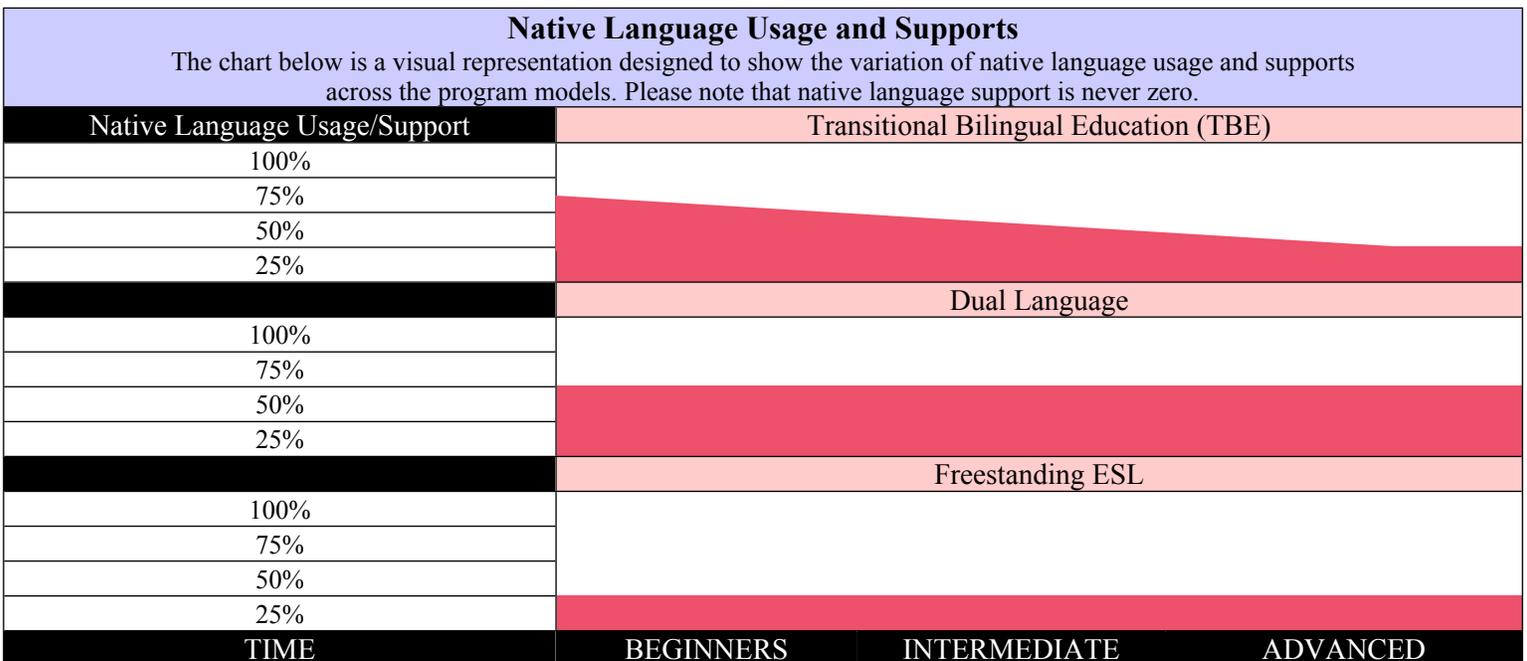
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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 literacy porgram 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.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							12	4	9					25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

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. read 180 supports ELL's speaking, listening, reading and writing through multiple learning modalities and through leveled targeted reading. Not only do students have structured opportunities to practice each of these language components, but they also allow teaching staff and instructional coaches to analyze student progress in these areas. 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 (reading, writing, speaking, listening). ESL teachers will evaluate continuing ELLs based on last spring's NYSESLAT scores and modalities and will utilize that data to guide their instruction, particularly in the guided reading and guided writing component of the ELA class. Uses of Acuity for Math data as well as ARIS reports which are available to teachers and parents and reflect data provided from reading tracker program, and math question bank. Additionally, we will continue to provide translators for those students whose Math tests are not available in their native language. We project one of our ELLs to be ready to take the Integrated Math Algebra test this Spring 2012.

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

School Name: School of Performing Arts

School DBN: 12X21

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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.

2012-13 Comprehensive Education Plan (CEP)

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: 217	DBN: 12x608
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: ELL students in grades 6, 7 and 8, from our Special Ed classes, along with our Newcomers, Long-term ELLs and SIFE will be included for our morning and Saturday classes. The morning program will meet from 7:20am-8:20am, Tuesdays and Wednesdays from December 4th-May 8th, 2013. The Saturday classes will take place from 8:30am-12:30pm from December 1, 2012-April 20, 2013. For both programs, the students will receive intervention services in reading and math, in preparation for state exams as well as overall progress in the English language. Additionally, students will work in small groups of 15 or less per class, to address more personalized goals in their English proficiency. They will focus on those modalities at need, based on the NYSESLAT scores and will enhance their native language skills in Spanish through support. There will be 2 teachers in the programs (1 ESL/Bilingual Certified, and 1 Content Area teachers) co-teaching. Both teachers will have planning time to discuss instruction and review any data related to assessments, at least two times a month. The programs will consist of literacy through Math content, as well as literacy and writing enrichment. The students in the program will be engaged in leveled texted, as well as short novels by using 4 strategies to reading (predicting, questioning, clarifying and summarizing). Students will engage with the text by taking notes on graphic organizers and answering text dependent questions. They will stop and talk about the text with other students and the teachers, as well as explain their answers by providing support. We will purchase materials from Pearson and Attanasio publishers that will support the students in the areas of need for ESL instruction.

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: Currently we have 25 of our 53 ELLs taking the NYS ELA exam for the very first time this coming Spring. In order to prepare them with the skills and strategies needed for test taking as well as the content and knowledge of the subject, the students will require as much practice as possible. These students are newcomers, less than 2 years in a city school and are unfamiliar with test taking strategies or format of the test. Teachers will meet once a week to plan and discuss student data as well as instructional implementation. We will also hold other workshops for content area teachers for planning and instruction of ELLs. First workshop was 10/2012, on Linguistic goals, SIOP model for all students and ELLS 2:40-3:30pm, led by M. Etienne, all staff attended. We met also on 1/7/13 from 2:40pm-3:30pm, led by Y. Delgado, RBRN NYU, Intake process for all ELLS, all staff attended. On October 11th and 25th, ESL teachers: M. Stark, M. Harding and R. Niewiadomski, met with Dr. L. Hernandez and Y. Delgado to complete a PET (Performance Evaluation Toolkit) for our school. The workshop analyzed how the school currently runs the ESL model and how instruction is guided throughout the school.

Part C: Professional Development

Workshops attended by ESL teachers: Academic Vocabulary, led by K. Kinsella, December 3&4, 2012, turn key to all staff in February 29, 2013 by ESL teachers (M. Stark & R. Niewiadomski). CCLS and ELLs workshop led by D. August, December 10&11, 2012, turn key to all ELA teachers by (M. Harding) January 29, 2013. Y.Delgado, RBRN NYU has also led lesson plan clinics for ESL teachers and content area teachers of ELLs, on: January 8, 2013. Y.Delgado will also lead a workshop on Native Language supports on February 5, 2013, for content area teachers of ELLs. Other workshops will be held on every other Tuesday of the month, from 2:40-3:30, and/or during lunch periods 12:54pm-1:45pm Topics to be discovered will be reading comprehension, linguistic objectives in planning for ELLs, questioning techniques, using Kagan structures to enhance literacy skills in the classroom, analyzing a complex text, responding to questions using a schoolwide instructional strategy.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be informed of the programs at parent orientation, PTA meetings and conferences. We will provide the parents with the schedules and durations of the programs as they will be posted in our monthly letter and calendar to parents, with specific dates and times. We will also hold workshops for parents that will engage them in the learning process of their children. For example, we will have reading workshops, and math workshops that will focus on strategies parents can use with their children at home. We will ensure the parents who attend the workshops, leave with tips, booklets and telephone numbers of additional support they can receive for their child. We have various providers for these workshops such as our PTA, NYU, and Montefiore, to name a few. Below lists topics, times, dates and individual conducting workshop.

Every Tuesday, Wednesday and Thursday, 9:00-11:00 am, ESL Classes for parents from October to December 2012.

Saturday mornings from 9:00-11:00 am, Citizenship classes for parents, October to December 2012.

Fresh-Air Fund 9:00-10:00am, October 6, 2012.

Workshop for parents on Asthma and their child, hosted by Montefiore, November 16, 2012.

Parent meeting for ELLs, discussing NYSESLAT exam structure, requirements for promotion, and curriculum, October 5, 2012, 10:00-11:00am.

Common Core and ESL student information for parents, November 2, 2012. Repeat again on February 7, 2013.

Parent support for reading and math workshops for ELL students, December 14, 2012. Repeat again in March 15, 2013.

Part E: Budget

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

Allocation Amount: \$11200

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