



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SPECIAL MUSIC SCHOOL
DBN (i.e. 01M001): 03M859
Principal: KATHERINE BANUCCI-SMITH
Principal Email: KSMITH18@SCHOOLS.NYC.GOV
Superintendent: ILENE ALTSHUL
Network Leader: DAN FEIGELSON

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Katherine Banucci- Smith	*Principal or Designee	
Daniel Piloff	*UFT Chapter Leader or Designee	
Stephen Freigood	*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>)	
Sandra Noreen	CBO Representative, if applicable	
Diane Napier	Member/ K-2 Parent Rep	
Carol Holyoke	Member/ 3-5 Parent Rep/ Chair	
Nika Aldrich	Member/ 6-8 Parent Rep	
Alex Espana	Member/ Alternate Member	
Johanna Wade	Member/ Alternate Member	
Kerri Hook	Member/ Staff/ Chair	
Pat Martinez	Member/ Staff	
Shannon Potts	Member/ Staff	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

1) Curriculum-

Integrated Instruction: Continue to integrate curriculum across content areas with the intention to make explicit connections for students using multilayered maps that integrate Common Core standards, Rubrics, and Performance Tasks.

By June 2014 each grade/content area teacher will develop a minimum of two multilayered curriculum maps that allow students to integrate learning in 2-4 content areas with special consideration for music learning.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Special Music School has always maintained a unique approach to creating and defining its academic and music curriculum. Our classrooms remain highly differentiated providing all students with unique learning experiences at various academic levels. The previous academic year teachers were faced with the challenge of integrating the new National Common Core Standards into a framework that would continue to provide rich differentiated experiences for our students, as well as renew our curriculum maps so that they reflected the most current academic demands from the state.

Ensure that the school's curriculum, instruction, and assessment foster and support 21st century learning initiatives including critical thinking, problem solving, worldwide cultural engagements, and technology.

Common Core Aligned Instruction: Continue to develop and integrate the Common Core Learning Standards into a coherent framework of curriculum maps that integrate expository reading/ writing in each grade based on CCLS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Brainstorming possible integrated units and purposeful curriculum overlap areas in Inquiry Teams.
2. Deciding on a formal structure for maps that includes unit goals and essential questions.

B. Key personnel and other resources used to implement each strategy/activity

1. School Staff, Curriculum Consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers using Inquiry Team meeting to construct structure for multilayered focus- determined by Supervisor Evaluation and teacher work products.
2. Classroom Observations and student work products as determined by teacher rubrics.

D. Timeline for implementation and completion including start and end dates

1. In November teachers will meet and discuss structure for unit planning
2. In June each teacher will create two multilayered units.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Tax Levy for Consulting Services
2. Teachers will work once a week in Inquiry Teams and once a month in Faculty meetings.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Workshops for families, Regular Newsletters about Common Core

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Community Building: To develop a school-wide common language for character development and good citizenship throughout the 2013-2014 school year, teachers will develop and implement a community minded curriculum with a framework called HEART (Horizons, Empathy, Accountability, Respect, Teamwork).

By June 2014, the staff of SMS will construct school-wide year-long curriculum that builds good citizenship as measured by an increase of students' awareness and actions of HEART.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Middle and High school students will work in small advisories which are matched to academic teachers that support and further develop the HEART curriculum
2. Elementary and Middle school children will participate in monthly Town Meetings which develop strategies around HEART.
3. Each teacher will contribute a minimum of one resource and classroom artifacts to the HEART resource notebook and physical library. Including notebook resources, lessons, materials, and websites. In weekly morning community meetings, students will share HEART related anecdotes to develop

our common language.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom Teachers, Administrators
2. School Government
3. Parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Staff will create pre and post assessment/ reflection for students to monitor progress
2. Town meetings are evaluated by multiple writing assignments which connect to good citizenship.
3. Notebooks evaluated by supervisor.

D. Timeline for implementation and completion including start and end dates

1. September 2013 launch HEART in each classroom. Pre-assessment administered.
2. October through December 2013 focused on each component of HEART and developed classroom activities to support.
3. June 2014, post assessment of HEART.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Tax Levy
2. Students participation in weekly student Advisory
3. Teacher participation in Faculty meetings and Inquiry Teams
4. Monthly elementary school read alouds.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Monthly town Meetings, Notes home to families

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Continue to develop technological resources and deepen quality teaching in the classroom by supporting 21st century learning initiatives. Integrate existing structures (Smartboards and laptops), as well as create interactive resources for families.

By June 2014, 100% of the teaching staff will integrate smart board technology into daily lessons as measured by monthly formal and informal observations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Special Music School has recently acquired interactive SmartBoards for each classroom as well as a mobile computing station for the elementary and middle school programs. The teachers and staff continue to seek ways to integrate these devices to increase student engagement and to develop more rigorous curriculum.

Continue to develop technological resources and deepen quality teaching in the classroom by supporting 21st century learning initiatives. Integrate

existing structures (Smartboards and laptops), as well as create interactive resources for families.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All classrooms will be equipped with Smart board technologies.
2. Technology training in software for Smartboard technology
3. Continuation of teacher training to provide smartboard resources in faculty meetings, grade bands and individual conferences

B. Key personnel and other resources used to implement each strategy/activity

1. School Staff, Network Support Staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Regular classroom visitations

D. Timeline for implementation and completion including start and end dates

1. By September 2014 all classrooms will be outfitted with Smartboard Technology
2. By September 2014 all teachers will be trained with basic Smartboard software
3. By June 2014, the staff will collect a notebook of Smart technology resources.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly and monthly training with teachers each staff member models a resource used in the classroom

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Interactive Technology resources for families.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment
 Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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 your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Scholastic guided Reading, Foundations	Small Group	Before/ After School
Mathematics	Go Math	Small Group	Before/ After School
Science	Review of Content	Small Group	After School
Social Studies	Review of Content	Small Group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Writing	Small Group	During School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
		x	

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 03	Borough Manhattan	School Number 859
School Name PS 859 The Special Music School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Katie Smith	Assistant Principal Kristen Palmeri
Coach	Coach
ESL Teacher Sarah Anderson	Guidance Counselor
Teacher/Subject Area	Parent Michelle Marquez
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	192	Total number of ELLs	5	ELLs as share of total student population (%)	2.60%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	1				1					3				5
SELECT ONE														0
Total	1	0	0	0	1	0	0	0	0	3	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3			2						5
Total	3	0	0	2	0	0	0	0	0	5

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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														0
Chinese										2				2
Russian		1								1				2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	0	1	0	0	1	0	0	0	0	3	0	0	0	5

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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)					1					1				2
Advanced (A)	1									2				3
Total	1	0	0	0	1	0	0	0	0	3	0	0	0	5

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	1	1			2
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8			1		1				2
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8					2				2
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The kindergarten teacher assesses the early literacy skills of our ELLs using the DRA. Our kindergarten ELL came to us as a prereader and is currently working on learning about concepts of print and letter names and sounds. The fourth grade teacher utilizes the Scholastic Independent Reading Assessment. This assessment indicated that our fourth grade ELL is reading just below grade level (F&P level P) and needs support with plot and setting, character and vocabulary.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our students are newcomer ELLs. We have a small population which is spread over nine grades, so there is not a clear pattern from grade to grade. The data does suggest that all of our ELLs need support with reading, writing and vocabulary.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities will inform the specific instructional approaches of both the ESL and the classroom teachers. For example, students who scored lowest on writing will receive targeted writing instruction both in the content classrooms and the ESL classroom. Students will also attend targeted extended day programs depending on their needs as stated by the data. Due to the small number of ELLs in our school (5 students in total) we can easily track student progress and performance patterns.
4. For each program, answer the following:
 - a. 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?
 - a. It is difficult to discern patterns across grades and proficiencies due to our small number of ELLs. It is clear that our current 9th grade ELLs who took the 8th grade NY State exams (2 students) performed best in Science, followed by mathematics, and performed lowest on the ELA. These exams were administered in English. Those are the only current students who have taken NYS standardized exams.
 - b. & c. We are using the ELL Periodic Assessments for the first time this year. The results of these assessments will be used to tailor instruction for all ELLs, and future Periodics Assessment results will be used to evaluate the instruction that the students are receiving as well as their language proficiency. We have students from several language backgrounds and so native language instruction is not provided; however, we used the NYC DOE translation services to communicate with families that do not speak English. We also provide materials and information for parents in their native language where necessary.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
Schoolwide data is tracked and studied by our school based RTI team as well as by our ESL teacher. Students who are not meeting standards as defined by the Common Core and schoolwide assessment are discussed and followed by our child study team/ PPT. The ESL teacher is part of the PPT team. The team works closely with the classroom teacher to appropriately differentiate and tailor instruction first as a Tier 1 approach, using research based Tier 1 interventions. The progress of the student is then closely monitored by the classroom teacher and a designated member of the PPT team. After 8 weeks, the PPT team discusses the student's progress using evidence provided by the classroom teacher and discusses the next necessary steps as per RTI protocol.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher meets weekly with the school staff to discuss the progress of ELLs, and regularly provides professional development on strategies for differentiating for ELLs to the teachers. Bilingual resources such as dictionaries and trade books are utilized as needed. Translators are provided on an as needed basis.
7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program for ELLs is formally reviewed at the end of each marking period by the school administration and the ESL teacher. Due to our small population of ELLs, student data is easily aggregated for measurements of need and success.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. Upon registering at the Special Music School, parents complete a Home Language Identification Survey (HLIS). This survey and the accompanying interview are administered by a licensed pedagogue. Translation is provided by the school by a bilingual staff member when needed. The HLIS is then reviewed and the home language is determined by the certified ESL teacher. Parents of students whose children have a home language other than English are notified that their children will have their English proficiency tested with the LAB-R, after which parents are informed of their children's performances. Students are tested within the first 10 days of their enrollment. Students who place below the first cut off score of the LAB-R receive 360 minutes of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly. Parents of students who were previously enrolled in an ELL program are informed of the NYSESLAT results in our September orientation meeting. Students who placed at beginner and intermediate levels on the NYSESLAT receive 360 minutes of ELL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly.
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.
 2. To ensure that the parents of ELL children understand the three language program choices available by New York City schools, parents of newly enrolled children who test into the ELL program are given an orientation session in September with the ELL specialist. Parents are notified of this meeting in their native language via letters home. These letters are to be signed and returned to the ELL coordinator. Families who do not return the letters are contacted by the ESL teacher via a three way phone call with the DOE translation department. At the orientation session, translators are provided as needed. During this orientation parents are shown the ELL program model movie on the DOE website for ELL families. This movie is shown in the native language of the parents attending. Parents who do not attend are contacted by phone and arrange for another meeting with the ESL teacher. Parents of students who repeatedly tested into the program through the NYSESLAT of the previous Spring are also invited to attend this meeting. This year the ELL family orientation meeting will coincide with the SMS curriculum nights. This year's orientation sessions will be offered on September 22nd. During this orientation, parents are presented with the Parent Survey and Transfer Option. Parents are able to discuss variation in program models (Transitional Bilingual Education, Dual Language, and Freestanding ESL), as well as which program is available at SMS (ESL), and where other program models can be found. Parents are informed about the choice process. It is explained that TBE is mandated when requested by 15 or more parents of the same home language with children in the same or 2 contiguous grades. All ELLs are placed within the SMS program for ELLs within ten days upon enrollment. Orientation sessions are provided for parents during the first 3 weeks of school and on an ongoing basis for incoming students. All orientation sessions are provided by the ESL teacher.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. The ELL teacher sends out all entitlement and non-entitlement letters in the designated home language of the students. These letters are photocopied and kept on file. Parent Survey and Selection forms are sent home to be reviewed and brought to the

Orientation session, during which these forms are further explained, completed, and submitted to the ELL teacher. These forms are then collected by the ESL teacher and stored in a secure filing cabinet in the school office. Parents who are unable to attend the orientation session are contacted by phone by the ELL teacher, during which a meeting is rescheduled.

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.

4. For the 2013/2014 school year, LAB-R scores and NYSESLAT scores were obtained in September by the ELL teacher through the ATS system. As new admits arrive, HLIS forms are filled out with the pupil personnel secretary. Upon completion, answers are reviewed to determine whether the LAB-R needs to be administered or prior scores need to be examined. Following LAB-R testing, parents of newly enrolled students, who have a home language other than English, are sent notification in their native language that their children have had their English proficiency tested with the LAB-R. Parents are informed of their children's performances on the LAB-R. SMS does not offer Bilingual or Dual Language classes. Therefore, parents are instructed at the orientation session that if they wish to place their child in one of these classes, they must enroll their child in another school which provides those programs. Because of the low number of ELL students, as well as the diverse linguistic backgrounds of our students, SMS does not have enough students to open a bilingual class. All parents of ELL students at SMS have chosen an ESL program as the method of instruction.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs are administered the NYSESLAT by the ESL teacher (with exception of the Speaking portion, which is now administered by a classroom teacher who does not work directly with the student). NYSESLAT administration is overseen by the testing coordinator. The exam is given within the allowed time frame and with secure testing conditions as defined by the NY State NYSESLAT test administration handbook.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Due to the fact that our school is a very small specialized school for musicians, and that we have not yet had enough students from one home language background to provide bilingual instruction, all parents have consistently chosen ESL on the Parent Survey and Selection form. Last year we had one incoming ELL, whose parent chose ESL, and this year we have 2 new students, both whose parents have chosen ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. As discussed, the Special Music School only offers a freestanding ESL program. The school does not have enough ELL students to open Bilingual or Dual Language classes. This program employs a combined push-in and pull-out ESL instructional model.
 - b. ESL students are heterogeneously mixed according to grade. This year we have one kindergarten ELL, who is serviced separately from the one fourth grade ELL. Our three ninth grader ELLs are serviced together.
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)?
 - a. As discussed, the Special Music School only offers a freestanding ESL program. The school does not have enough ELL students to open Bilingual or Dual Language classes. This program employs a combined push-in and pull-out model. In general, all students who placed at beginner and intermediate levels on the NYSESLAT receive 360 minutes of ELL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly. In addition, students who place below the first cut off score of the LABR receive 360 of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly. These designated times are divided into 45 minute periods. So a beginning or intermediate student receives eight 45 minute periods of ESL instruction weekly, and an advanced student receives four 45 minute periods weekly.
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 foster language development and meet the demands of the Common Core Learning Standards.

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

reading journals, presentations, student/teacher conferences, running records, and performance records. Students are introduced to and practice a variety of learning strategies that will help them to meet the content challenges of the classroom and of the state exams. Students are encouraged to monitor their own learning process/progress, and to be aware of the strategies that will assist them in becoming English proficient.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The Special Music School is a multicultural and multilingual environment in which students have diverse linguistic backgrounds. Our five current ELLs have 3 separate native language backgrounds. The ESL teacher meets with both the students and their parents to attain language profiles. Following this interview the ESL teacher will ascertain whether the students are fully fluent in the home language, and whether they are literate in that language as well.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs will be appropriately and regularly evaluated in all four modalities of English acquisition via formal Periodic assessments, as well as through regular student conferencing and recorded evaluations of student work and classroom progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE: There are currently no SIFE students.

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

c. 4-6 YEAR ELLS: There are currently two 4-6 ELLs at the Special Music School, both who are new to the school this year. These students receive individualized academic support both within and outside of the classroom. All of these students receive small group instruction, provided by the classroom teacher, the ESL teacher, and other specialty teachers, depending of their areas of need as defined by assessment data. Small group ESL pull-out instruction focuses on students' language needs implied by the NYSESLAT scores. The ESL teacher and classroom teacher work closely to maintain instructional consistency in both the ESL and mainstream classrooms. The performances of these students are regularly monitored by the Pupil Personnel Team (PPT).

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

7. 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?

We do not currently have any ELL-SWDs. In the case that we did, the ESL teacher would work closely with the SETTS provider to align IEP goals and ELL goals and follow student progress. Students would receive the allotted time of ESL, ELA and SETTS instruction as defined by their IEPs and Part 154 using flexible grouping and instructional models to best meet the needs of the student in the least restrictive environment.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

See response to question 7.

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

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

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

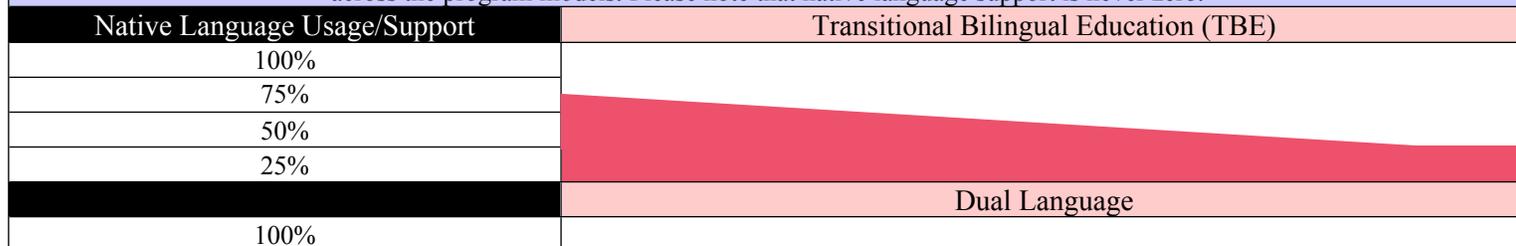
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

According to last year's NYSESLAT, as well as the NY State exams, in which our two ELLs tested proficient, our ESL program has been demonstrated to very effective in meeting the needs of our ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

This year we have added 9th grade to our school. These students have an extra period a week, and during this period the ESL teacher is providing a writing lab for all 9th grade ELLs.

12. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Depending on needs indicated by classroom and standardized assessments, all SMS students may receive additional support in our afterschool extended day program, or in our homework help afterschool program. Students may also participate in our student government and school clubs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Student comprehension is scaffolded through the use of native language texts, audio books, and glossaries. Newcomer students are often paired with bilingual students who speak the same home language, particularly in the beginning of the year. Staff regularly utilizes DOE and school based translation services for parents, as well as for students when necessary.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services are age and grade level appropriate. This includes all instructional materials.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

13. Early Support of Newly Enrolled ELLs:

Newly arrived ELLs and their families are provided with a school tour by a staff member. During the month of September, the entire school community participates Curriculum Night, which provides opportunities for families to meet the teachers as well as the other families. New ELLs who are enrolled later in the year receive extra attention and support from the ESL teacher while getting accustomed to their new surroundings.

18. What language electives are offered to ELLs?

All middle school and high school students receive the mandated time of foreign language instruction (Spanish).

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The ESL teacher will provide professional development seminars for all of SMS staff twice a year, and currently provides ongoing support to classroom teachers of ELLs during weekly lunch meetings. The ESL teacher attends these weekly grade level meetings to provide insight and instructional ideas for teachers of ELLs.
 2. The ESL teacher is invited to participate in regular PD for ESL teachers as provided by the NYC DOE. In addition, the ESL teacher partakes in school based PD and inquiry groups during which the Common Core Learning standards are unpacked and applied to curriculum planning and reflection.
 3. Support for ELL transition to high school
The ESL teacher works closely with the teachers and families of students to investigate the best high school choices for our ELLs. The high school application process is explained to students and their families at a meeting held by the middle school faculty. There is a bilingual translator made available at this meeting. The ESL teacher meets with students and their families half way through the year to discuss their progress as well as this application process.
 4. New teachers participate in ISC training to fulfill their 7.5 hours of ELL training. The records of this training are kept in the teachers' files at school. Both in course and in nework training seminars are provided.

D. Parental Involvement

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

1. Parent Involvement

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

2. Community Agencies

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

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

E. 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.

Part VI: LAP Assurances

School Name: PS 859- Special Music School

School DBN: 03M859

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katie Smith	Principal		1/1/01
Kristen Palmeri	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Sarah Anderson	ESL Teacher		1/1/01
Michelle Marquez	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M859 School Name: PS859

Cluster: 2 Network: 203

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

Part A: Needs Assessment Findings

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

At the Special Music School, we begin by reviewing the Home Language Survey to determine the home language as well as the parent's preference language for school communications. In addition, we provide parents of newly enrolled students with the NYC DOE 'Preferred Language Survey'. Families that prefer to receive information and correspondence in a language other than English receive translated materials and translated correspondence via the NYC DOE phone translation service.

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.

The majority of families have at least one parent who speaks English. We have two families whose primary language is Chinese and one family that speaks only Russian. These families are provided with native language materials and notifications. Because our school community is so intimate, we interact frequently and faculty is familiar with all of the Special Music School students and their families. Staff is also made aware of the native languages of all of their students and their families at the beginning of the year by the ESL teacher and/or previous teachers of that student during LAB testing and NYSESLAT notification.

Part B: Strategies and Activities

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

The Special Music School provides non-English speaking parents with translated documents provided by the NYC DOE translation unit, as well as standardized documents available on the DOE website, such as report cards. Due to the small size of our school community and the small number of parents requiring translation services, the school has been able to meet the needs of these families via parent volunteers and staff at the Kaufman Center (CBO for SMS) who speak Russian/ English or Chinese/ English, and are able to assist with additional written translation needs. In the case that a document for one of our 3 non-English speaking families is lengthy, such as an individual progress report commentary, we will utilize our budgeted translation monies to employ the DOE vendor Lingua-Link for English to Russian translation.

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

In addition to our use of the NYC DOE's over the phone translation services, oral interpretation services are provided to parents via the Kaufman Center staff, parent volunteers, or the school aide or secretary via conferences or phone calls.

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

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

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

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

website, such as report cards. Due to the small size of our school community and the small number of parents requiring translation services, the school will also be able to meet the needs of individual families via bilingual parent volunteers and staff at the Kaufman Center (CBO for SMS) who speak Russian and Chinese, and are able to assist with additional oral and written translation needs. In the case that a document for one of our three non-English families is lengthy, such as an individual progress report commentary, we will utilize our budgeted translation monies to employ the DOE vendor Lingua-Link for English to Russian or Chinese translation.