

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DRAFT - PENDING SUPERINTENDENT APPROVAL**

**School Name:** BALLET TECH PUBLIC SCHOOL FOR DANCE  
**DBN (i.e. 01M001):** 02M442  
**Principal:** ROY ONEILL  
**Principal Email:** [RONEILL2@SCHOOLS.NYC.GOV](mailto:RONEILL2@SCHOOLS.NYC.GOV)  
**Superintendent:** BONNIE LABOY  
**Network Leader:** KATHY PELLER

**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
ROY ONEILL	*Principal or Designee	
Michael Greene	*UFT Chapter Leader or Designee	
Anne Gregorio	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
JOE GREGORI	CBO Representative, if applicable	
CARI SOBOLEWSKI	Member/ UFT ELECTED	
BRIAN APPEL	Member/ PARENT	
Teresa Mitchell	Member/ PARENT	
LINA PARK	Member/ PARENT	
HASSIM MOHAMMED	Member/ UFT ELECTED	
JEANNIE HERLIHY	Member/ UFT ELECTED	
Cindy Eng	Member/ Parent	
	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

**GOAL #1** By June 2015, our lowest 1/3 in 4<sup>th</sup> grade Mathematics will demonstrate progress by an increase of at least 15 points (from 34-49) on the median growth percentile based on the 2014-15 School Quality Guide.

### 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.

Our 2013-14 School Quality Guide revealed that progress scores for our lowest 1/3 in 4<sup>th</sup> grade mathematics was well below our target. This year we will increase our progress scores for our lowest 1/3 in 4<sup>th</sup> grade mathematics by supplementing our math units of study when needed. This will ensure that we fully address the Common Core Standards, and strengthen the intervention plans for our most struggling students.

### 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. Sept. / Oct.: Identify the gaps between what the standards are demanding and what our students know and are able to do by administering baseline assessments. State test revealed that our students struggled with word problems that required the application of math skills. Teachers will administer baseline exemplars to accurately measure progress in future months.
2. Oct. / Nov.: Analyze data and create Personal Intervention Plans (PIPs) which will include areas of strength and weaknesses, short and long term goals, action plans to address student's needs, and methods for parental support. Teachers will participate in PD around mapping key standards to focus on for the year. Teacher teams will develop and revise Go Math to meet the needs of this group of students both in general Math classroom instruction and small group AIS instruction. (This work will be done by both curricular and grade level team meetings). Teachers will create first round of 6-8 week intervention for AIS (NOV – DEC)
3. Nov.: Teachers will share Personal Intervention Plans with parents during school wide parent teacher conferences and one to one conferences throughout the year.
4. Nov. / Dec. / Jan. Teachers will gather additional student data by administering benchmark Math assessments throughout the year. This data will be used to monitor progress and adjust plans. Mid unit and End of Unit Go Math Assessments will also be used as ongoing assessments to measure student progress / growth.
5. Jan: Analyze classroom data and exemplar benchmark levels to determine focus of second round of AIS. Groups will be created based on gaps between what students know and what the standards demand. Revise PIPs for struggling students. Teachers will share Personal Intervention Plans with parents during parent teacher conferences and one to one conferences throughout the year.
6. Jan / Feb/ March: Teacher teams will develop and revise curricula to meet the needs of this group of students both in general Math classroom instruction and small group AIS instruction. Teachers will create assessments for small group AIS instruction. This data along with mid unit and unit tests from Go Math will be used to monitor progress and adjust plans.
7. March: Analyze classroom data and benchmark levels to determine focus of third round of AIS. Groups will be created based on gaps between what students know and what the standards demand. Revise PIPs for struggling students and share with parents.
8. March / April / May Teacher teams will develop and revise curricula to meet the needs of this group of students both in general ELA classroom instruction and small group AIS instruction.

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

1. (1- 8) Teachers create Personal Intervention Plans for all students receiving a 1 on the State Math Test.
2. Teachers analyze student work and assessments to determine focus for round one of AIS.

3. (1-8)Administration and teacher have created small group instruction Schedule which includes the lowest 1/3 in mathematics
4. During team meetings, lead / mentor teacher ensures that unit plans reflect differentiation to meet the needs of our lowest 1/3 in Math and provides PD to support new teachers.
5. Per session funds have been set aside to pay for after school A.I.S. and mentoring / PD.

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

1. Sept. / Oct 100% of students will be assessed with Go Math baseline assessment and exemplar.
2. Mid unit and end of unit assessments of Go Math will show improved progress in identified key mathematics standards
3. June 2015, 4<sup>th</sup> grade students will show an increase of at least 15 points in student progress scores as measured on the School Quality Guide

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

1. Sept. / Oct.: Identify the gaps between what the standards are demanding and what our students know and are able to do by administering baseline assessments. State test revealed that our students struggled with word problems that required the application of math skills. Teachers will administer baseline exemplars to measure progress.
2. Oct. / Nov.: Analyze data and create Personal Intervention Plans (PIPs) which will include areas of strength and weaknesses, short and long term goals, action plans to address student's needs, and methods for parental support. Teachers will participate in PD around mapping key standards to focus on for the year. Teacher teams will develop and revise Go Math to meet the needs of this group of students both in general Math classroom instruction and small group AIS instruction. (This work will be done by both curricular and grade level team meetings). Teachers will create first round of 6-8 week intervention for AIS (NOV – DEC)
3. Nov.: Teachers will share Personal Intervention Plans with parents during school wide parent teacher conferences and one to one conferences throughout the year.
4. Nov. / Dec. / Jan. Teachers will gather additional student data by administering benchmark Math assessments throughout the year. This data will be used to monitor progress and adjust plans. Mid unit and End of Unit Go Math Assessments will also be used as ongoing assessments to measure student progress / growth.
5. Jan: Analyze classroom data and exemplar benchmark levels to determine focus of second round of AIS. Groups will be created based on gaps between what students know and what the standards demand. Revise PIPs for struggling students. Teachers will share Personal Intervention Plans with parents during parent teacher conferences and one to one conferences throughout the year.
6. Jan / Feb/ March: Teacher teams will develop and revise curricula to meet the needs of this group of students both in general Math classroom instruction and small group AIS instruction. Teachers will create assessments for small group AIS instruction. This data along with mid unit and unit tests from Go Math will be used to monitor progress and adjust plans.
7. March: Analyze classroom data and benchmark levels to determine focus of third round of AIS. Groups will be created based on gaps between what students know and what the standards demand. Revise PIPs for struggling students and share with parents.
8. March / April / May Teacher teams will develop and revise curricula to meet the needs of this group of students both in general Mathematics classroom instruction and small group AIS instruction.
- 9.

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

1. Go Math Benchmark Assessments will be purchased with TL funds.
2. Per session will be paid for teachers to meet after school with TL funds.
3. Additional time for extended parent conferences will be paid for with TL funds.
4. After school intervention has been programmed both after school and embedded in the school day. After school will be paid for with TL per session funds.

**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).

Parents will be invited to curriculum night to both meet teachers and receive overview of math curricula.

Parents will attend two rounds of conferences to learn about their child's progress towards meeting state standards.

Students with Personal Intervention Plans will meet with teachers to discuss plan and understand how they might support their child at home.

**Budget and Resource Alignment**

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

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

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## 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.

Improve teacher practice through the implementation of the Danielson Framework for Teaching. By June 2015, 100% of teachers will demonstrate an overall score of effective or highly effective in the use of teaching practices that engage students in learning as measured by Danielson Framework (3C).

### 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.

Last year many teachers were in the developing / effective range of Danielson 3C: Engaging students in Learning. After taking a teacher survey, many teachers identified student engagement as an area they would like to develop over the course of the year.

### 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.

#### 1. Strategies/activities that encompass the needs of identified subgroups

- 1 Teachers will participate in Initial Planning conferences to plan individual goals and select the observation method.
- 2 PD for staff on Danielson rubric (highlighting Domain 3C),
- 3 Mid-year Planning Conferences to assess individual goals, progress with professional development and revise plan as needed.
- 4 End of year rating based on Danielson rubric

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

- 1 Teachers are engaged in various ongoing professional development activities at the school level (in class modeling from network staff, inter-visitations, professional reading, and one to one coaching with Network staff and principal.) To support the growth of teachers in domain 3C, we have developed a system of observation, feedback conference (one-on-one with the administrator), follow-up PD as needed, and formal observations notes recorded on Evaluator Forms 1 and 2. This system includes a year-long sequence of planned classroom visits, meetings with the network point-person to review the feedback sheets to develop PD revisions, and formally arranging inter-visitations between teachers to support growth with specific goals around the Danielson framework.
- 2 PD on Danielson rubric provided by Network staff and TL per session for teacher attending afterschool.

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

1. The expected outcome of this is that teachers will demonstrate growth by at least a full level for domain 3C: Engaging Students in Learning. Progressed will be monitored through observation cycles and teachers will engage in cycles of learning to develop skills around student engagement.

#### 4. Timeline for implementation and completion including start and end dates

September – December:

1. Teachers will participate in PD to study Danielson Framework and understand key components of Danielson Framework 3C, Engaging students in learning.
2. Teacher teams will participate in 3 PD sessions designed to ensure rigorous instruction by improving student engagement: 1 Understanding how Danielson defines student engagement. 2 Analyzing lessons / learning activities to see if they promote student engagement. 3. How does student mindset impact levels of engagement?
3. Teacher teams will meet to revise lessons to ensure student engagement by incorporating: student choice, relevance and, rigor.
4. Teachers will administer and analyze baseline assessments to identify students in need of additional supports.
5. Teacher teams will analyze student work to measure levels of engagement: observations during discussions, written work, reading comprehension.
6. Afterschool intervention program will be designed to support struggling students.
7. Administration will provide at least two observations with feedback on component 3C. Feedback will include specific recommendations to

strengthen student engagement.

8. We will hold collaborative conferences where we will lift the level of student engagement during our parent teacher conferences. Students will use student work to explain their academic strengths and areas for improvement in relation to key learning targets.

9. During these collaborative conferences, students and teachers will discuss the levels of engagement required in the classrooms.

January to March:

10. Administration will provide at least two more observations with feedback on component 3C. Feedback will include specific recommendations to strengthen student engagement.

11. Teacher teams will continue to analyze student work and test data to measure impact of teaching practices on student outcomes.

12. Parents will attend a second round of Collaborative Conferencing.

April – June:

13. Administration will provide final rounds of observations with specific feedback on student engagement.

14. Teachers will self- assess progress in this component.

15. June: End of year Conferences and final ratings on Danielson Rubric

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

1 Teachers are engaged in various ongoing professional development activities at the school level (in class modeling from network staff, inter-visitations, professional reading, and one to one coaching with Network staff and principal.) To support the monitoring of teacher’s professional growth, we have developed a system of observation, feedback conference (one-on-one with the administrator), follow-up PD as needed, and formal observations notes recorded on Evaluator Forms 1 and 2. This system includes a year-long sequence of planned classroom visits, meetings with the network point-person to review the feedback sheets to develop PD revisions as needed, and formally arranging inter-visitations between teachers to support growth with specific goals around the Danielson framework.

2 PD on Danielson rubric provided by Network staff and TL per session for teacher attending afterschool.

***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).

We will hold collaborative conferences where we will lift the level of student engagement during our parent teacher conferences. Students will use student work to explain their academic strengths and areas for improvement in relation to key learning targets.

During these collaborative conferences, students and teachers will discuss the levels of engagement required in the classrooms.

***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
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.

**Goal #3** Increase parent involvement / engagement with frequent school events designed to help parents support their child's academic and artistic growth.

#### **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.

While many parents responded positively to the School Survey questions regarding parent engagement, our SLT has had many discussions about engaging parents more effectively at Ballet Tech. Through parent surveys, SLT meetings, and teacher team meetings we have identified areas for improvement including: more meaningful student participation in parent / teacher conferences, more opportunities for parent engagement through open classes, and more workshops tailored to the needs of specific groups of parents. ie Middle and High School application support for parents of 5<sup>th</sup> and 8<sup>th</sup> graders.

#### **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.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

###### **September – November**

1. Survey parents to identify relevant workshops/seminars they are interested in attending
2. Provide opportunities for parents to visit school to meet the teachers and receive curricula overview
3. Provide PD for teachers to learn about student led conferencing and how we might apply some strategies from Washington Heights EL School.
4. Revise parent teacher conference schedules to allow for extended parent teacher conferences
5. Hold "Collaborative Conferences", parent teacher conferences that include students speaking about their work and how it relates to mastery of learning targets.
6. Create and conduct parent workshop to provide support around both middle school and high school application process.
7. Provide additional workshop TBD by parent survey

###### **December – February**

8. Provide Open Class Week for parents to visit both academic and dance class to better understand the levels of rigor demanded from our teachers
9. Continue PD around "Collaborative Conferencing" to strengthen student led conferences that were started in November.
10. Ballet Teacher Forum for parents:
11. Provide additional parent workshop TBD by parent survey

###### **March – June**

12. Hold "Collaborative Conferences", parent teacher conferences that include students speaking about their work and how it relates to mastery of learning targets.
13. Provide a second opportunity for parents to visit both academic and dance class to better understand the levels of rigor demanded from our teachers (Spring Open Class)
14. Provide student dance performances at the Joyce Theater for parents to attend.

##### **2. Key personnel and other resources used to implement each strategy/activity**

1. Parent Coordinator will develop parent surveys to gather data around parent interests
2. Administration and Network support staff will provide PD around student led conferencing
3. TL funds will be used for per session for extended day of "collaborative conferencing"
4. Ballet Tech Foundation will create/conduct Ballet Teacher Forum
5. Parent Coordinator will create and conduct Middle School application workshop and provide additional supports afterschool
6. Ms. Fernandez will create and conduct High School application workshop and provide additional support afterschool
7. TL funds will be used to provide per session for above workshops

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

**4. Timeline for implementation and completion including start and end dates**

- September – November
1. Survey parents to identify relevant workshops/seminars they are interested in attending
  2. Provide opportunities for parents to visit school to meet the teachers and receive curricula overview
  3. Provide PD for teachers to learn about student led conferencing and how we might apply some strategies from Washington Heights EL School.
  4. Revise parent teacher conference schedules to allow for extended parent teacher conferences
  5. Hold “Collaborative Conferences”, parent teacher conferences that include students speaking about their work and how it relates to mastery of learning targets.
  6. Create and conduct parent workshop to provide support around both middle school and high school application process.
  7. Provide additional workshop TBD by parent survey
- December – February
8. Provide Open Class Week for parents to visit both academic and dance class to better understand the levels of rigor demanded from our teachers
  9. Continue PD around “Collaborative Conferencing” to strengthen student led conferences that were started in November.
  10. Ballet Teacher Forum for parents:
  11. Provide additional parent workshop TBD by parent survey
- March – June
12. Hold “Collaborative Conferences”, parent teacher conferences that include students speaking about their work and how it relates to mastery of learning targets.
  13. Provide a second opportunity for parents to visit both academic and dance class to better understand the levels of rigor demanded from our teachers (Spring Open Class)
  14. Provide student dance performances at the Joyce Theater for parents to attend.

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

1. (1-14) TL funds will be used to pay per session for all afterschool workshops and additional conferences
2. Meet the Teacher Night will be scheduled on the citywide parent engagement day September 16
3. October Monday PD sessions will be used to learn about collaborative conferencing
4. Open Class Week will be coordinated with BT Foundation
5. Both Parent Teacher Conferences will include an additional day of conferences for MS to allow student participation.

**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).

This entire goal is around increasing parent involvement / engagement.

**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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
6.
<b>4. Timeline for implementation and completion including start and end dates</b>
1.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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.											
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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.

- |          |  |
|----------|--|
| <b>5</b> | <b>Strategies/activities that encompass the needs of identified subgroups</b>  |
| 1.       |  |
| <b>6</b> | <b>Key personnel and other resources used to implement each strategy/activity</b>                                    |
| 1.       |  |
| <b>7</b> | <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>                |
| 6.       |  |
| <b>8</b> | <b>Timeline for implementation and completion including start and end dates</b>                                      |
| 1.       |  |
| <b>9</b> | <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b> |
| 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.						

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<b>Balanced Literacy: focusing on guided reading in small groups. Words Their Way and Upper Grade Phonics by Patricia Cunningham will be used to develop word study activities.</b>	<b>Small group instruction will be provided after school while one-to-one services will be provided during the school day.</b>	<b>Services will be provide both after school and during the school day.</b>
<b>Mathematics</b>	<b>Go Math and CMP 3 RTI resources are used to provide supplementary instruction.</b>	<b>Small group instruction is provided after school for A.I.S. One-to-one services will be provided during the school</b>	<b>Services will be provide both after school and during the school day.</b>
<b>Science</b>	<b>After school tutorial will give students opportunities to learn content in small group instruction. Vocabulary development and guided content area reading will be the focus of this program. Teachers will use core curriculum materials to reteach and leveled trade books to differentiate instruction</b>	<b>Small group instruction is provided after school for A.I.S. One-to-one services will be provided during the school</b>	<b>Services will be provide both after school and during the school day.</b>
<b>Social Studies</b>	<b>Students will work in small groups after school to develop academic vocabulary and learn content through guided and independent reading activities.</b>	<b>Small group instruction is provided after school for A.I.S. One-to-one services will be provided during the school</b>	<b>Services will be provided both after school and during the school day.</b>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<b>Guidance counselor will be hired for afterschool counseling with students in need of services.</b>	<b>Small group and individual counseling</b>	<b>Mandated IEP services for counseling will be met.</b>

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

- A. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

**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 1<sup>st</sup> 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 1<sup>st</sup> 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>442</b>
School Name <b>Ballet Tech</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Roy O'Neil</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mrs. Dubizh</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Ms. Lum</b>	Parent <b>Elsie Aponte</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader (Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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	1	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)	148	Total number of ELLs	2	ELLs as share of total student population (%)	1.35%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							2							2
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	2	0	0	0	0	0	0	2

## B. ELL Years of Service and Programs

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

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL							2			2

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	0	0	0	0	0	0	2	0	0	2
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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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							1							1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

## 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
Intermediate(I)														0
Advanced (A)						2								2
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>						

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		1	1		2
7					0
8					0
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			2						2
7									0
8									0
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									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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.  
 Ballet Tech uses the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once in the fall and once in the spring to find out students' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from T to V. This information informs the instructional plan of the ELA and ESL teachers as they teach to the student's zone of proximal

development (Vygotsky, 1978), as well as build libraries that are appropriate to students' levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Both ELLs scored Advanced and have been receiving ESL services for more than six year. After reviewing the data, patterns include: Listening/Speaking modalities are steadily improving overall. It is the Reading/Writing modalities that are preventing students from achieving an overall proficient level.
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](#))  
The implications for the school's LAP and instruction are derived from the strengths and weaknesses in the NYSESLAT and other assessments (State ELA and Math tests, Performance Based Assessment Exams, teacher designed assessments, and informal observations). Based on these patterns, Ballet Tech continues to strongly target development of writing skills across the grades and content areas, creating opportunities for active meaningful engagement. At times ELLs are pulled out to give them additional support in terms of grammar and mechanics, while other times the ESL teacher pushes in to the content areas classes to scaffold and address individual needs. After school classes provide further opportunities for ELLs to develop writing and reading skills by providing support in small groups. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.
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?Data from the ELL Periodic Assessment is consistent with results from the NYSESLAT, students are need additional support in reading and writing. During the school year, the ESL teacher encourages the use of the native language orally for clarification and expansion of ideas in order to scaffold vocabulary that might be necessary for reading comprehension and expressive writing.
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](#).)  
Based on NYSESLAT and ELA data the foundation of RtI for ELLs is Tier 1, expanding students' existing competencies to support literacy learning and content knowledge. Core instruction focuses on language and literacy development especially to support reading and writing competencies. The ESL teacher employs strategies such as building on background knowledge and frontloading vocabulary which promotes written language development during the instructional core. Intensive, targeted intervention, Tiers 2 and 3, are informed by progress monitoring data, including the Fountas and Pinnell System to assess early literacy skills, the Periodic Assessment Exam for ELLs given in the fall and spring, the NYC Performance Assessment in ELA and other assessments designed and administered by the ESL teacher.
6. How do you make sure that a child's second language development is considered in instructional decisions?
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc).  
The success of our ELLs is quantitatively measured by various progress monitoring data, including the Fountas and Pinnell System which includes running records that are conducted in the fall and spring to monitor students' reading levels, the Periodic Assessment Exam for ELLs, (also given in the fall and spring) and students' NYSESLAT scores at the end of the school year. The overall goal is to have ELLs attain a Proficient score in all four modalities on the NYSESLAT and exit ESL the following year. Growth is also measured when ELLs move up a proficiency level, from Beginner to Intermediate or Intermediate to Advanced. In addition, success of our ELLs is assessed on a continual basis through individual writing portfolios that are kept and reviewed by the ESL teacher throughout the year.

## 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](#).)  
When a student is admitted into the NYC public school system, parents/guardians of those students must complete a Home Language Survey (HLIS) to help identify those students with limited English language proficiency. At that time, an informal interview is also conducted by the ESL teacher, Melissa Dubizh, or another pedagogue in English or the parents' native language and they are provided with help in completing the survey. Once potential ELLs are identified, the Revised Language Battery Assessment (LAB-R) is administered to the student by the ESL teacher within the first 10 days of enrollment, in order to identify the student as an English Language Learner (ELL) or English Proficient (EP). In addition, if the student is identified as a Spanish speaker, the Spanish LAB is also administered by the ESL teacher who is bilingual in Spanish and English. The ESL teacher also speaks French, Portuguese, Italian, German and some Arabic and Hebrew as needed.
  
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.  
Within a week of the LAB-R being administered and hand-scored by the ESL teacher, Melissa Dubizh, families of newly identified ELLs are provided with either an entitlement or non-entitlement letter, based on the students' score on the LAB-R. Through the entitlement letter, parents/guardians of newly identified ELLs are invited to a Family Orientation Meeting by the ESL teacher where they are introduced to the three English-language program choices offered in the NYC public schools, which are Transitional Bilingual English (TBE), Dual Language and Freestanding ESL (English as a Second Language). They also view the Family Orientation video in their native language and complete the Parent/Guardian Choice Survey and Program Selection forms. The ESL teacher closely monitors the Parent/Guardian Survey and Program Selection forms and if 15 or more parents/guardians of ELLs in 2 consecutive grades opt for Transitional Bilingual Education or Dual Language, a bilingual program would be created to comply with parents/guardians requests.
  
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 [\[see tool kit\]](#).)  
The parent coordinator, Elsie Aponte, distributes the Parent/Guardian Survey and Program Selection forms during the Family Orientation Meeting and they are immediately collected. A signed copy of the Survey and Selection form is placed in the student's cumulative record folder and a copy is kept on file for each student by class/grade in a binder in a central location. If a parent/guardian has not chosen a specific ELL program, the default program is Transitional Bilingual English, (TBE). Within a week of the LAB-R being administered and hand-scored, families of newly identified ELLs are provided an entitlement or non-entitlement letter by mail, based on the students' score on the LAB-R. These letters are collected by the parent coordinator and also placed in the student's cumulative record folder and a copy is kept on file for each student by class/grade in a binder in a central location.
  
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.  
ELLs who are identified from the previous school year through an ATS RLAT or RNMR report begin ESL instruction immediately. These reports give the most recent NYSESLAT scores and/or LAB-R levels which have been used to determine the ELLs' proficiency level – Beginner (B), Intermediate (I), Advanced (A) or Proficient (P – no longer entitled). New potential ELLs are tested with the LAB-R within 10 days of their first date of attendance and if they are identified as ELLs, begin ESL services by the 3rd week of September. Depending upon the student's level (B, I or A) and grade, an appropriate amount of instructional minutes of ESL is provided based on the following chart from CR Part 154:

Number of Units\*

	ESL	NLA**	ELA	
Beginner	2	1	-	
Intermediate	2	1	-	
Advanced	1	1	1	

\* One unit of instruction equals 180 weekly minutes in equal proportions.

\*\* Only for students in bilingual programs.

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.

Annually, a testing calendar is established for each modality of the NYSESLAT, including the date, time and location that each particular section of the test will be administered. The ESL teacher confirms with the RLER report on ATS the names of those ELLs who must be administered the NYSESLAT in advance.

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. 

After reviewing the Parent/Guardian Survey and Program Selection forms from the past 3 years, almost all of the parents/guardians of ELLs have opted for the Freestanding ESL program. The program model offered by Ballet Tech is aligned with the parent/guardian requests. The ESL teacher monitors the Parent/Guardian Survey and Program Selection forms and if 15 or more parents/guardians of ELLs in 2 consecutive grades opt for Transitional Bilingual Education or Dual Language, a bilingual program would have to be created to comply with parents/guardians requests.

## 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])?

The ESL program at Ballet Tech is a push in/pull-out model with homogeneous proficiency level groups. The program consists of three ESL clusters or classes. One cluster is comprised of Beginner ELLs, another cluster is made up of Intermediate ELLs, and Advanced ELLs constitute the last cluster. Scholars are placed in a cluster based on their most recent LAB-R or NYSESLAT scores.

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)?

As mandated in the New York State CR Part 154, the Beginner and Intermediate ELLs receive 360 minutes of instruction every week, and Advanced ELLs are provided with 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ESL teacher based on the following chart from CR Part 154:

Number of Units\*

	ESL	NLA**	ELA	
Beginner	2	1	-	
Intermediate	2	1	-	
Advanced	1	1	1	

\* One unit of instruction equals 180 weekly minutes in equal proportions.

\*\* Only for students in bilingual programs.

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.

In their content areas, ELLs receive instruction in English that is aligned to the New York State and Common Core learning standards. The majority of the teachers has received Jose P. professional development and is versed in the effective ESL methodologies. In order to make content comprehensible and enrich language development, they present a plethora of lessons and activities that encourage communication in the classroom, as well as the use of academic vernacular. Additionally, the ESL teacher creates lessons that are modeled, contextualized, and scaffolded to maximize learning. The common instructional practices that content area teachers and the ESL teacher in particular use with ELLs include but are not limited to:

- Whole language approach: Language is used in natural ways for a specific purpose in an activity that fosters social interactions. Instruction closely integrates speaking, listening, reading and writing.
- Cooperative learning activities: Scholars work together in small groups on a time limited task. Scholars negotiate and exchange knowledge and experiences while making connections with content and language.
- Cognitive Academic Language Learning Approach (CALLA)
- Total Physical Response (TPR)
- Scaffolding
- Visuals
- Graphic organizers
- Collaborative learning
- Modeling
- Read alouds
- Pair share
- Independent reading/writing in journals
- Skills and guided practice

In order to challenge ELLs to use higher order thinking skills, there are many open-ended questioning techniques, accountable-talk, and non-fiction reading and writing. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP) in ELLs.

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

The Spanish LAB gives initial information about a scholar's literacy level in their native language; Spanish. Additional native language support in the form of bilingual glossaries and dictionaries and maps and graphic organizers is also provided when possible.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? The NYSESLAT exam in the spring gives an initial indication of ELLs' strengths and weaknesses in the four modalities of English acquisition: listening, speaking, reading and writing. Growth in each of the four modalities is also measured throughout the year through the Periodic Assessment for English Language Learners which is administered twice, in the fall and spring.

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).

- Newcomers (ELLs who have been in US schools less than 3 years) receive intensive targeted instruction in the 4 modalities, reading, writing, speaking and listening, in small group settings. This targeted instruction insures that ELLs quickly achieve the state-designated grade-level of English language proficiency.

- ELLs receiving service 4 to 6 years who are in danger of becoming long term ELLs receive appropriate RtI Tier 1 intervention and if necessary, (for those ELLs who are not showing sufficient progress on the skills and/or competencies measured), RtI Tier 2, intensive, targeted intervention is provided.

- The goal for long-term ELLs, (ELLs who have completed 6 + years of ESL instruction), is to attain English language proficiency by the end of the school year. These ELLs have agility with social interactional English while lacking the advanced linguistic knowledge and skills required by complex secondary coursework. In order to maximize students' verbal and written engagement and is designed to ensure proficiency in academic vocabulary, speaking, listening and writing. Instruction overall is driven by the scholars' NYSESLAT scores which indicates individual strengths and weaknesses according to the 4 aforementioned modalities. To accomplish this, the ESL teacher uses NYSESLAT test prep curriculum throughout the year to prepare these scholars for the NYSESLAT exam in the spring of 2014.

- When ELLs reach proficiency in the NYSESLAT, they continue to receive continuing transitional support. They receive ESL mandated NYS testing modifications for two additional years. These testing accommodations include time extension, a separate location, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

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?

Teachers of ELL-SWDs would use a variety of instructional strategies to facilitate access to academic content area and accelerate English language development. Among these strategies are

- Small group instruction
- Modify and adapt grade level text
- RTI tier 1 high quality instruction
- Graphic organizers
- Audio visual aids
- Visual aids

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?

Paste response to question here:

### 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**

**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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

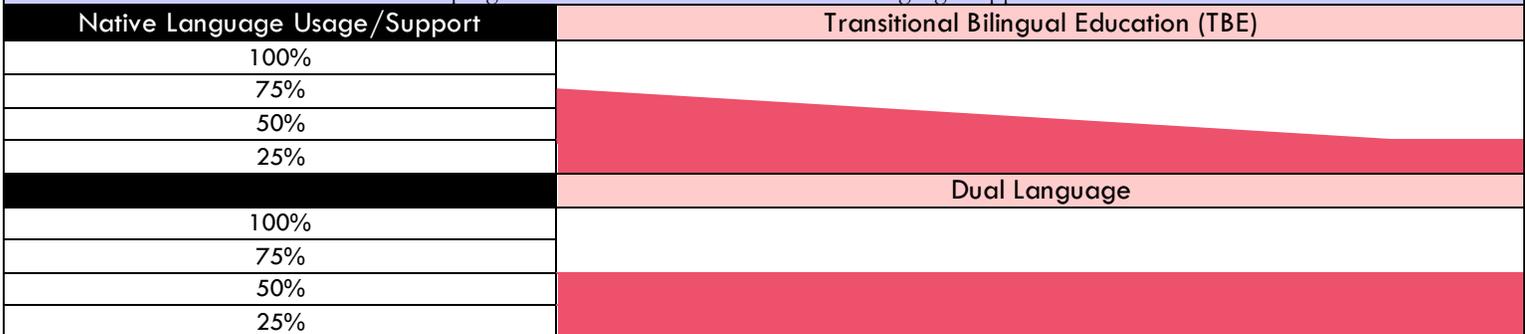
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

In order to improve the literacy and academic skills of ELLs and give them the skills to perform at city and state grade level standards, content area teachers incorporate many recognized and researched based ESL instructional strategies.

- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, and metacognition.
- Assisting students during work periods, conferring with students in and out of class, informal assessments, and running records.
- Additional small group instruction occurs in our after school tutorial, incorporating guided reading lessons and word study running records

In addition, our teachers consider the language needs of our ELLs by incorporating the following strategies:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Content area teachers use a variety of instructional materials to deliver instruction in a workshop model. The balanced literacy model provides opportunities to meet the needs of our ELLs within the ELA workshop: Guided, Shared, and Independent reading and writing opportunities are offered daily and provide students with the chance to work closely with their teacher to achieve high academic standards.
- Math teachers devote extra time in class to untangle difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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

Ballet Tech uses the results of the NYSESLAT exam and other assessments throughout the year (State ELA and Math tests, Performance Based Assessment Exams, teacher designed assessments, and informal observations) to assess the progress of ELLs in terms of both content and language development. This data is reviewed on a continual basis throughout the year.

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

No new programs or improvements are being considered for the upcoming school year as we feel that the programs and supplemental services presently offered benefit our ELLs. We will continue to re-evaluate their effectiveness on a year to year basis at the end of the school-year.

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

No programs /services for ELLs 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.

ELLs are invited to participate in the Roads to Success afterschool program which offers enrichment activities such as homework help and arts education. In addition, ELLs participate in small group pull-out sessions which target individual areas that need additional scaffolding including reading, writing and math.

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

Paste response to question here:

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

ELLs are encouraged to have access to bilingual dictionaries and glossaries in school and at home as well.

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

The ESL teacher uses grade-leveled materials that are appropriate to ELLs' grade and age. In addition, graphic organizers and other visual aids that scaffold the writing process are used to support ELLs who need additional support with the writing process.

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.
- Incoming 4<sup>th</sup> graders, including ELLs and their families, are invited to a new school orientation, Morning Café, in the third week of July. Materials are presented to each family including a letter from the Principal, the Ballet Tech Handbook and a Parent Survey to help learn more about new students and their families.
  - Family Orientation: English Language Options in the DOE (ongoing from September through June) for all guardians/parents of new ELLs
18. What language electives are offered to ELLs?  
At Ballet Tech, Spanish is offered as a language elective for all students, including ELLs.
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)?

Paste response to questions here:

## 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. Professional development at Ballet Tech is provided by school staff and our Network personnel. Within the school's professional development program, the focus includes:

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

2. Professional development workshops that the ESL teacher has attended include, but are not limited to:

- Nuts and Bolts of ESL in the NYC Department of Education
- Multicultural Perspectives involved in teaching ELLs
- Writing Strategies for ELLs

In addition, the ESL teacher attends monthly ELL Liaison meetings and various other professional development workshops throughout the year that relate to supporting ELLs as they engage in the Common Core Learning Standards. The ESL teacher also provides professional development to all staff in the form of monthly meetings where relevant material and strategies for use with ELLs are turn keyed. Once a week the ESL teacher meets with subject area teachers that work with ELLs to discuss individual ELLs and their progress throughout the year.

3. Ballet Tech maintains support for all students including ELLs as they transition from elementary to middle school.

4. The ESL teacher will also facilitate several professional development sessions for teachers of ELLs and related service providers, as outlined below:

TOPIC	EXPECTED DATE	TARGET AUDIENCE
ESL Strategies and Common Core Learning Standards	January 2014	Classroom teachers and related service providers
How to Teach Academic Vocabulary to ELLs	February 2014	Classroom teachers and related service providers
ELL-SWDs and the Writing Process	March 2014	Principal, classroom teachers, and related service providers

These professional development sessions will assist the staff in completing the minimum 7.5 hours of Jose P. ELL training.

## 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. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for our ELLs and their families.

- After school tutorial provides an opportunity for our ELLs to learn in small groups. Guided reading lessons provide the support for students to better understand both fiction and non-fiction reading. In addition, the Roads to Success after school program offers some of our ELLs enrichment activities such as homework help, and arts education.

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

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

2. There are no Community Based Organizations that provide workshops or services to ELL parents, but the Translation and Interpretation Unit of the DOE does provide assistance translating parent notifications and with on the phone translation services.

3. Students who are accepted to the school are asked as part of their application what services are required. The parent coordinator, Elsie Aponte, is the liaison between the school and the families. E-mails, parent notifications and parent/teacher conferences are coordinated so that translation services are available as needed.

4. If translation services are needed we recruit other families who are able to translate and the parent coordinator is bilingual in Spanish and English and translates if needed.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

School Name: **Ballet Tech**

School DBN: **02M442**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roy O'Neil	Principal		1/2/14
	Assistant Principal		1/1/01
Elsie Apone	Parent Coordinator		1/2/14
Melissa Dubizh/ESL	ESL Teacher		1/2/14
	Parent		1/1/01
Michelle Lum/5 <sup>th</sup> grade	Teacher/Subject Area		1/2/14
	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: 02m244 School Name: Ballet Tech

Cluster: 1 Network: 112

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

### **Part A: Needs Assessment Findings**

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

Students provide blue Emergency Contact Cards upon initial enrollment in school which indicate the language preference of their parents/guardians and additionally, through the ATS RAPL and RHLA reports, the adult preferred languages that are written and spoken at home are generated. Each year our parent coordinator survey also asks for any additional request for translation services. If we have students who are new to the NYC DOE, we have the parents/guardians fill out the Home Language Survey at the time of registration.

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.

55 families (approximately 1/3 of the school population) have indicated that they speak another language at home: 23 (48 % of ELLs) indicated Chinese, 11 (23 % of ELLs) Spanish, 4 Mandarin, 2 Cantonese, 4 Korean, 2 Russian, 1 Haitian Creole and 1 Khmer. The teachers were notified of those parents who might benefit from written translation and/or oral interpretation by the Parent Coordinator, so they could offer these services as needed, especially for Parent/Teacher conferences.

## Part B: Strategies and Activities

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

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

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

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

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

Based on the needs expressed in the blue Emergency Contact cards, the parent coordinator survey, the ATS RAPL and RHLA reports and the Home Language Survey, families will receive, via standard mail, translated copies of the Bill of Parent Rights and Responsibilities. Information in those languages will also be posted in the Main Office and will include instructions for requesting and obtaining translation services.