



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001): **12x217**

School Name: **SCHOOL OF PERFORMING ARTS**

Principal: **MAIYSHA ETIENNE**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: I.S. 217 SCHOOL OF PERFORMING ARTS School Number (DBN): 12x217
School Level: 6-8 Grades Served: 6-8
School Address: 977 FOX STREET, BRONX, NY 10459
Phone Number: 718-589-4844 Fax: 718-589-7998
School Contact Person: MAIYSHA ETIENNE Email Address: METIENNE3@SCHOOLS.NYC.GOV
Principal: MAIYSHA ETIENNE
UFT Chapter Leader: PAUL ASJES
Parents' Association President: YOANDIX VILLANUEVA
SLT Chairperson: MAIYSHA R. ETIENNE
Student Representative(s): _____

District Information

District: 12 Superintendent: RAFAELA ESPINAL PACHECO
1434 Longfellow Avenue Room 409
Bronx, NY 10459
Superintendent's Office Address: _____
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 608 Network Leader: Rudy Rupnarain

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
MAIYSHA ETIENNE	*Principal or Designee	
PAUL ASJES	*UFT Chapter Leader or Designee	
YOANDIX VILLANUEVA	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
SANDRA LOPEZ	Member/Teacher	
JAMES KNOX	Member/ Teacher	
COURTNEY JONES	Member/ Teacher	
ELISA ORTEGA	Member/ P.T.A RECORDING SCY	
DIANA PATERSON	Member/ Parent	
MASIEL PIMENTEL	Member/ Parent	
VANESA LLOYD	Member/ Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Failed course and/or Level 1 on State ELA Exam; Bottom 10% on DRP diagnostic	On-line Access Code Program, I-Ready, CCLS aligned reading and writing projects	1:1, small group tutoring	During school, after school, Saturdays
Mathematics	Failed course and/or Level 1 on State ELA Exam	On-line learning I-Ready & performance series; CCLS aligned math problems and projects	1:1, small group tutoring	During School, after school, Saturdays
Science	Failed course	CCLS aligned Content Area Reading Projects and Writing Assignments	small group	After school and Saturday
Social Studies	Failed course	CCLS aligned Content Area Reading Projects and Writing Assignments	small group	After school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed based on attendance, discipline referrals, and classroom anectodals	Individual mentoring with Social Worker Intern. Group and 1-1 counseling by Social Worker	1:1, small group	During the school day

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

During the 2014-2015 school year, the school will critically analyzing multiple sources of data in order to implement an ELT program that increases student engagement and accelerates student achievement that will result in:

- 9% of students meeting proficiency levels on the State ELA exam and State Math exam.
- 3% of students with disabilities meeting proficiency levels on the State ELA exam and the State Math Exam.
- 45% of ELLs will perform at the 75th growth percentile or higher on the State ELA exam and State Math exam
- 50% of students in the lowest third of the City will perform at the 75th growth percentile or higher on the State ELA exam and the State Math Exam

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Our ELT program will be open to all students and all students will be invited to attend, however, it will be compulsory for students who are identified as in need of AIS. The criteria for AIS are:

1. Students who scored a Level 1 on the State ELA or Math Exam.
2. All Special Education and ELL Students.
3. Students have failed a core course.
4. Students who have 85% attendance or lower.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

1. We utilized various quantitative and qualitative data sources to design an ELT program that integrates academics, enrichment and hands-on experiences for all students. Specifically, we utilized student survey and school survey data, the New York State Assessments results, DRP and MOSL results. Our foci will be developing students' foundational literacy and math skills and incorporating the CCLS instructional shifts into all activities. Students will complete writing assignments of their choice, which require the synthesis, and analysis of multiple sources. All ELT activities will provide opportunities for students to complete independent reading using materials of their own choosing in an effort to instill a love of reading in all students. In addition, they will complete project based authentic tasks, which incorporate the CCLS instructional shifts. We currently offer Enrichment Activities on Monday-Friday afterschool and also on Saturdays. The programs are directed by the school administration as well as our CBO partner Sports & Arts. In addition, a small percentage of our students are enrolled in the SISDA Beacon afterschool program, which is also located inside of our school.
2. Through our 21st Century Community Learning Center grant we are able to provide opportunities for academic enrichment (including tutoring services) to help students, meet state and local standards in core subjects. There are also a broad array of additional services, programs and activities that develop youth through sports, art, music, and recreation programs. These include: cosmetology; music production; STEM projects, dance, soccer and basketball. Study Hall—which provides tutoring and homework help in all subject areas for all students, especially those identified as low-performing according to the data; Specialized High School Admissions Test, and Regents Prep for higher performing students, and Saturday Enrichment program which is also open to all students, especially those identified as low-performing according to the data.
3. We analyze data in order to identify areas of growth and interest for our students to place them in appropriate groups and activities. We offer hands on activities based on students' interest and individualized computer based ELA and Math activities.
4. Our ELT program contains several intersecting components that engage students and tap into various interests to provide the necessary growth both academically and socio-emotionally. The physical education component fosters health and wellness, as well as discipline and team work. Music Production uses students' interest in music to reinforce the importance of mastery in core subjects such as ELA, math, science, and social studies. Study Hall allows students to learn or be tutored in small group settings in order to increase engagement and accelerate learning. In each program students receive specific feedback and next steps while learning skills, strategies, and content necessary for success in college, careers, and adult life.
5. All teachers are certified in the content area of instruction they are providing. In addition, CBO partners are teamed with licensed teachers in that content area (i.e. Physical Education, Math, and/or Science

Part 2c. Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				
N/A				

Part 3 – ELT Program Implementation and Oversight

<p>Part 3a. Who will implement the ELT program? Who will oversee the program?</p> <ul style="list-style-type: none"> • Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. • If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
<p>The key personnel for implementing the program will be Principal Etienne, Assistant Principal Knight and the Sports & Arts Program Director.</p>
<p>Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.</p>

Our ELT program requires 10 licensed teachers, a licensed administrator as well as 6 CBO project facilitators. We also utilize various reading and writing texts, workbooks, and online educational programs.

Part 3c. Timeline for implementation and completion, including start and end dates.

The ELT program will operate from October 2014-June 2014

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

N/A

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The school will determine progress towards goals by analyzing interim assessments including CCLS aligned Predictive/Benchmark ELA and Math Exams, and DRP reading diagnostics. Interim Assessment data will be analyzed at the end of December and again at the beginning of February. By February 2015, it is expected that 7.5% of students will meet proficiency levels on the CCLS aligned Predictive/Benchmark ELA and Math Exams, including 1.5% of ELL students and Students with Disabilities.

In January 2015, observation data from the Teacher Evaluation Advance system will be analyzed and it is expected that at least 50% of teachers will have improved 1 HEDI level in domains 1e, (Designing Coherent Instruction; 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction).

Part 5b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

I.S. 217 uses a variety of strategies for staff recruitment, retention, assignments, and support. We solicit resumes utilizing various DOE sponsored programs such as Open Market, New Teacher Finder, and the New York City Teaching Fellows Program. We attend numerous DOE job fairs and we also work closely with the Office of Teacher Recruitment and Quality to recruit highly qualified teachers. While the Open Market and other DOE sponsored aids have been utilized, one key to recruitment has been ongoing networking by all staff. Finally, we rely upon effective staff members to refer former colleagues.

We have a hiring committee that consists of teachers and administrators and we conduct rigorous behavioral based interviews, with the belief that the best predictor of past performance is future performance. All potential teachers are required to submit lesson plans and to teach demonstration lessons. Finally, we contact references prior to hiring new staff members. The retention of effective and highly qualified staff members is a strong area of focus and the administration works closely with the entire school community to ensure that all staff members feel supported and are given opportunities to grow as professionals. In addition, close attention is paid to school tone, culture, and morale. All teaching assignments are carefully monitored to ensure that teachers are placed in positions where they can have the greatest impact on student learning and achievement. As described below, all teachers participate in high quality professional development.

2b. 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).

We have a robust professional development program, which includes workshops, job-embedded coaching, visits to high-performing schools and outside professional development workshops. The goal of all professional development is to provide teachers with the knowledge, skills and professional mindset necessary to accelerate learning for all students and to ensure that all students are progressing towards or meeting the CCLS. Professional Development is presented in cycles and topics are chosen based on classroom observations and student achievement data. Teachers are also encouraged to actively seek out professional development opportunities and the school funds them when possible. Professional Development is also provided through

weekly 90 minute Department Professional Learning Teams and teachers participate in lesson studies, inquiry projects, analysis of student work, and data analysis. The effectiveness of professional development is monitored and analyzed on a regular basis to quantify the impact on professional practice as well as the impact on student learning.

Based on the current teacher observation data and student achievement, 75% of teachers need additional training in Designing Coherent Instruction and Engaging Students in Learning in order to ensure that all learning tasks are rigorous and provide appropriate supports and scaffolds for groups of students. In addition, 75% of teachers need to further develop in the area of Establishing a Culture for Learning in order to consistently convey the importance of the content and hold students accountable for high levels of learning and achievement. Finally, 80% of teachers need additional training in consistently including formative assessments in their lessons and providing students with targeted specific feedback.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

Our staff participates in subject area professional learning teams on a weekly basis and during these meetings assessments are selected, refined and analyzed. In addition, a team of teachers met during the first few weeks of school to select baseline and summative assessments in the core subject areas for the purposes of implementing the MOSL portion of the Advance Teacher Evaluation System. All teachers receive on-going professional development on the use of data to drive instruction. The teams utilize protocols and data analysis templates to efficiently organize data and plan interventions, supports, and enrichment for groups of students based on the data. In addition the data is utilized to adjust unit plans and curriculum maps.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	306,350	X	9-11
Title I School Improvement 1003(a)	Federal	0	X	N/A
Title I Priority and Focus School Improvement Funds	Federal	74,153	X	9-11
Title II, Part A	Federal	0	X	N/A
Title III, Part A	Federal	11,200	X	9
Title III, Immigrant	Federal	0	X	N/A
Tax Levy (FSF)	Local	2,125,950	X	9-11

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

School of Performing Arts

12x217

Parent Involvement Policy

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 the school. **I.S. 217**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **I.S. 217** will support parents and families of Title I students and ensure that we:

- maintain an on-line grade book and website and encourage parents to review students' progress weekly.
- conduct workshops on parenting, child development, stress management, and peace in the family
- providing materials and workshops 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;
- Parent Teacher Home Visit Project (PTHVP) pilot program designed to build relationships with parents and encourage involvement in school activities.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- opportunities for parents to participate in a book club.
- 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- translate all critical school documents and provide interpretation during meetings and events as needed;

The 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter designed to keep parents informed about school activities and student progress;

School of Performing Arts
12x217
School-Parent Compact (SPC)

I.S. 217, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

Additional

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 three times a year during which the individual child's achievement will be discussed.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- 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 and Parent Workshops
- access to on-line grade books so that parents can monitor their child’s academic progress.

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 with 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 30 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 promptly 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: IS217 School of Performing Art	DBN: 12x217
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: I.S. 217 currently operates a freestanding ESL program throughout the day. We primarily utilize a push-in model, with several pull-out classes per grade each week. Our beginner students, particularly our newcomers, need additional support in order to enhance their language acquisition and literacy skills. So we have begun a supplemental Saturday Program focusing on our newcomer and beginner ESL students. We have over 20 newcomer and beginner students at IS 217. Of this total, over 15 students are already enrolled in the Saturday Academy.

An important part of our Saturday program will focus on providing our beginner ELL students with enriched language acquisition services from an ESL and/or bilingual certified teacher. While most of the instruction will be provided in English, the teachers will strategically use Spanish to enhance the students learning. Students are grouped by age/grade level and by English language level (beginner, intermediate, advanced and proficient). Each teacher will be responsible for a maximum of 10 students.

The Saturday Academy operates from October 4, 2014 through May 23, 2015, for a total of 26 sessions. The instructional hours are from 9am to 12 noon. for 2 teachers. Materials needed for the program include notebooks, workbooks and educational software. The Saturday Academy program is focused on moving our beginner students from newcomer and the beginner level to intermediate and advanced levels. Students will work on oral skills as well as writing and reading. Our teachers adapted our ELA curriculum and added lessons and activities for newcomers in order to meet the needs of our beginner students to assist them in acquiring oral and written skills in English. In addition, with the assistance of our coach from RBRN-NYU we are in the process of identifying and purchasing additional resources based on our student's latest assessment data and needs.

The teachers who are assisting with our ELLs in the Saturday Academy, are both bilingual teachers. They are well qualified and work with our ELLs on a regular basis. One teacher is certified in Spanish and is completing her certification in TESOL. The 2nd teacher is TESOL certified. This is a strong teaching team fully able to provide the necessary resources to our ELL students, especially to our beginner and newcomer students in our Saturday Program. These teachers will be working and planning together for the duration of the program.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The teachers and teaching assistants will receive professional development from our ESL coordinator (James Knox), and other outside ELL professionals. The training and professional development takes place during the school day. Glortia Ortiz our partner from RBRN-NYU is also assisting in providing PD. She is specifically providing support to content area teachers (social studies, science, and math) through planning sessions and in-classroom coaching. She will be working with the content area teachers from November 2014-June 2015.

The PD schedule for IS 217 began in September and will run through May 2015. The professional development will be provided for our entire teaching staff and will be held during some Monday PD sessions and off campus if provided. Our TESOL Teacher, Mr. Knox will lead the PD's. Our PD offerings will be supplemented by outside providers when appropriate.

The PD sessions will be included in our regular Monday PD sessions and will rotate among the other topics that are offered within our school community; ELL focused topics will be offered to our entire staff on a monthly basis, on Mondays, 2:40 to 3:55pm. Based on feedback during recent NYS DTSDE reviews, Classroom Observations, and ELL assessment data all teachers could benefit from additional Professional Development. Topics will include:

October/November: Including ELL strategies in our CCLS aligned curriculum and language objectives as well within our lessons. Implementing specific instructional strategies for our newcomers and Beginners

November: The ELL Identification and initial enrollment process in NYC and the results at IS 217;

December: Assessing the needs of our ELL Students with a focus on understanding and serving our beginners and newcomers,

January: Reviewing all ELL data and using it to inform instruction, especially our newcomer and beginner students

February: Our ELL students in core subject classes - how can we differentiate and add to their understanding ?

March: looking forward to the State Exams - what will they mean for our ELLs; how to prepare

April: Looking forward to the NYSESLAT - what will this exam mean for our ELLs; how to prepare

May: NYSESLAT Testing - what it entails, schedules, grouping, 4 modules;

Part D: Parental Engagement Activities

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

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

Begin description here:

Each of the events listed below are designed to build parents capacity to take an active role in their child's education and to keep them informed of the standards that their child needs to master in order to become college & career ready. These workshops provide an opportunity for parents of ELLs to work with an ELL expert as part of the agenda. Staffing for these parent activities will include our TESOL certified Teacher as well as our Saturday Academy Teachers. Parents will be notified by phone calls, in our newsletter, flyers, letters home, and on our website. All notifications will be made in English and Spanish.

1. Title III Information Session for Parents

Rationale: Parents will be informed about the goals, structure and purpose of the Title III program for their child. Parents will also participate in hands-on educational activities that they can complete with their children at home in order to accelerate student achievement.

Provider: ESL Teacher

Date-January/February 2015 - Prior to the start of the program

2. State Exam Information Session for Parents and students

Rationale: Parents and students will understand the components and demands of the NYS Exams in ELA and Math to be given in April. They will be informed of their child's progress in these 2 key subject areas. In addition, parents will have an opportunity to engage in activities that they use at home with their children in order to accelerate student achievement.

Provider: ESL Teacher

Date-February/March 2015

3. NYSESLAT Information Session for Parents

Rationale: Parents will understand the components and demands of the NYSESLAT exam for their child. They will be informed of the progress their child has made on the NYSESLAT and the expectations. The workshop will include activities that the parents can use at home to support their child's academic development.

Part D: Parental Engagement Activities

Provider: ESL Teacher

Date-April/May 2015

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 12	Borough Bronx	School Number 217
School Name School of Performing Arts IS 217		

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 Maiysha Etienne	Assistant Principal Bertram Knight
Coach Ms. Loubriel-Harding	Coach Courtney Jones
ESL Teacher James Knox, Robert Niewiadomsk	Guidance Counselor Xiomara Diaz
Teacher/Subject Area Ms. Loubriel-Harding	Parent Elba Acevedo
Teacher/Subject Area type here	Parent Coordinator Ali Durmo
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
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)	347	Total number of ELLs	76	ELLs as share of total student population (%)	21.90%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in							3	3	3					9
Pull-out							2	2	2					6
Total	0	0	0	0	0	0	5	5	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	16
SIFE	9	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	12

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	27	7	1	37	2	11	12	0	4	76

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		
Total	27	7	1	37	2	11	12	0	4	76
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
Spanish														0
Arabic														0
French														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	17	33					73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	24	17	35	0	0	0	0	76

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)							4	6	17					27
Intermediate(I)							6	3	11					20
Advanced (A)							14	8	7					29
Total	0	0	0	0	0	0	24	17	35	0	0	0	0	76

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	23	1	0	0	24
7	16	1	0	0	17
8	33	2	0	0	35
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	20		3		1		0		24
6	15		2		0		0		17
7	31		3		1		0		35
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	3			0		0		0	3

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.
IS 217 uses several assessment tools for our ELLs. The LAB-R and NYSESLAT are in hand to begin the assessment of our ELL students. Data from the State ELA and Math exams are also on hand and used. The DRP is used as a baseline Reading/ELA test and is administered and scored in Sept. In addition the iReady online program is used in all classes and it has a baseline assessment built into

the program. The data from all assessments are incorporated into an evaluation of our ELLs. Thus far the data shows our ELL students are behind grade level in Reading and writing which is a key area of emphasis in our ELA curricula this year. We have added an additional 4-5 periods a week of focused Reading instruction in order to address this need for our students. MSQI, online reading tools as well as guided reading instruction are utilized in these reading classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data shows our ELL students are less proficient and behind grade level in the LAB-R, NYSESLAT and NYS Exams in ELA and Math. ELA and Math the key area of emphasis for this year's ESL and overall curricula programming. Except for our newcomers and 2nd year beginners, our ELLs are clearly moving forward in Listening and Speaking skills. We have added an additional 4-5 periods a week of focused Reading instruction in order to address this need for our students. In addition to online tools and guided reading instruction, we utilize the Wilson Just Words Program, and the English 3D and Inside the U.S.A. programs in these beginner focused classes.
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 [AMAQ tool](#))

Utilizing the NYSESLAT Combined Modality Report (RNMR), and the NYSESLAT Exam History Report (RLAT), patterns in specific skills and modalities are analyzed by our ESL Team and reviewed with our grade teams as an integral part of our ongoing efforts to incorporate specific and current data into instructional decisions. The analysis of these patterns leads to on-going adjustments with regards to grouping, differentiation, instructional scaffolding as well as lesson planning. The high concentration of newcomers and beginners has had a tremendous impact on our instructional planning and daily teaching and additional efforts are constantly being made to address these needs.

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?
 - 4a. Based on the data, our ELL students are behind grade level in Reading and writing. These modalities are the key area of emphasis for this year's ESL and ELA curricula programming. Except for our newcomers and 2nd year beginners, our ELLs are moving steadily ahead in Listening and Speaking skills. Many of our ELLs are reading only slightly below grade level in their native language.
 - 4b The ELL periodic assessments have just started and we have tremendous amounts of data on hand which we are using to drive our instructional decisions. The Periodic assessments will be used to enhance the data on hand and will be analyzed by our grade level teams to continue to drive instruction.
 - 4c. The school is learning about areas of possible growth and need for our ELLs. Native language is used to scaffold instruction.
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](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ELLs are clearly known to all teachers through the efforts of our ESL Dept. and via grade level and subject area meetings. ESL strategies are incorporated across our subject area classrooms.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Major determinants of success for our ESL Programs include passing rates of State Exams and promotion/graduation rates for our students. Key Federal and State criteria including meeting AYP and analysis of AMAQ is another key criteria for evaluating our programs and our success in guiding our young adults through a key period of their lives. Our ELLs as individuals, are also closely watched, guided and assisted and social success and maturation as young adults is a major criteria for success.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The parent or guardian of every newly enrolled student completes the HLIS at registration with the assistance of a pedagogue, who are scheduled on a daily rotating basis. English language learners are identified by James Knox, the ESL Coordinator, a licensed pedagogue and ESL teacher, who reviews parent responses on the HLIS. Mr. Knox also interviews the student. A native speaker serves as a translator. A plan has recently been developed so that an ESL teacher or instructional coach, who is available during registration, will interview and assist the parent with a translator. The LAB-R is administered within 10 days of the student's admission date. If a student's home language is Spanish, the Spanish LAB is administered within the ten day period by a Spanish speaking pedagogue. This is used to inform the school about the student's literacy in Spanish. The ESL Coordinator also receives admission/school transfer/interclass transfer notifications from the pupil accounting secretary, as well as from the guidance counselors, on an ongoing basis.. The coordinator also runs ATS reports throughout the year to screen for transfer ELL's and new admits, such as the RLER, RLAT, RNMR and RADP. Each student's LAB-R or NYSESLAT scores is used to determine the required minutes of service per week according to CR-154. ELL's are provided with appropriate units of study within the ESL instructional program based on their scores. Adjustments to class placements or schedules are made so that newcomers are placed in a class with classmates who speak their language. All ELL's are tested annually with the NYSESLAT. The ESL Coordinator closely monitors all ELL's, including those who were previously X-coded, to insure that all students are tested. Careful analysis of appropriate ATS reports, such as the RLER for the LAB-R and the NYSESLAT, insures that all ELL's are tested annually
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.

Parents of newly identified ELL students attend an orientation within the first 10 days of enrollment and translators are made available. Going forward Parent Orientations will be offered on a monthly basis for ELL parents and parents of newly enrolled students. Parents view the Parent Orientation Video in their native language, where available. The Translation/Interpretation Unit is used when needed. The Parent Coordinator, Mr. Durmo, who is a native Spanish speaker, attends this orientation, as well as any other parent meetings held for parents of English language learners, such as a meeting in the spring prior to the NYSESLAT to inform parents about this assessment. School staff members, who are speakers of languages represented at the orientation meeting, are available to translate at the orientation and any other meetings held by the ESL Coordinator for parents. Parents have ample opportunity for questions after viewing the video at the orientation. Parents fill out the Parent Survey and Selection form in their home language after viewing the video and having their questions answered. These Parent meetings and direct mailings to parents will be used to inform parents who have previously chosen a TBE/DL program when it becomes available.
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 [\[see tool kit\]](#).)

Duplicate Parent Survey and Selection forms are sent to the parents of new students who do not return them by the ESL Coordinator. The ESL Coordinator calls the home of any student who does not return the program selection form. A staff member who speaks the home language (or the translation Unit) will be enlisted to ensure that the parent understands all aspects of the Program. Once the forms are received, parent choices are screened by the ESL Coordinator. The trend for the choice of Program over past few years has been overwhelmingly for the ESL program. If a parent should request a bilingual or dual language program, a record of parent requests for such programs is kept and such requests will be honored should there be a sufficient amount of students for a bilingual or dual language class.
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.

Every new ELL receives an entitlement letter in the home language after the administration of the LAB-R. After the parent returns the Parent Survey and Program Selection form, a placement letter is sent to the parent in the home language to inform the parent about their child's placement in our ESL program. Students are placed with one of the two ESL teachers, according to their grade and language proficiency as indicated by the LAB-R. Parents of students who pass the LAB-R are sent letters by the ESL Coordinator, in their home language indicating they passed the assessment and are not entitled to ESL services. Such letters are kept by the ESL Coordinator in the ESL Data Binder. In addition, the ELPC screen is updated by the ESL Coordinator within 20 days of new enrollment.

ELL's who are continuing in the schools' ESL program receive continuation letters at the beginning of the school year and students who pass the NYSESLAT receive letters informing their parents that they have passed and are no longer eligible for ESL services.

All of the notification letters contain the coordinator's name and telephone number should the parent have any need to communicate with the school about their child's placement. All parent communication is sent in the home language.

Copies of the HLIS, Parent Survey and Selection forms, Entitlement letters, placement letters, are kept in the student's cumulative record, in the main office, and in the ESL Coordinator's Data binder. Parents who choose a bilingual or transitional bilingual program on the selection form are informed, in their native language through a translator, that the only program at I.S. 217 is English as a Second Language. Parents will be informed that I. S. 217 will keep records regarding their request and will open new programs when there are a sufficient number of parents requesting the program for their children.

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.

Our ESL coordinator administers the NYSESLAT testing program and using various ATS reports, maintains a detailed master listing of all ESL students. This is then used to monitor the administration of the four sections of the NYSESLAT test as it is taken by student and by date.

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. 

Based on a review of the Parent Program Survey and Program Selection Form, (historically, approximately 5-7 newcomer students per year), the trend for the past few years has been overwhelmingly the choice of the ESL program. When or if parents request bi-lingual or dual language programs, parents are informed that IS 217 does not currently offer that program, and we will make a referral if necessary. We also keep a record of those requests and will open a class if we have sufficient interest. Parents are also informed of schools that offer bi-lingual or dual language programs.

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])?
 - 1a. In the 6th grade, the school utilizes both push-in and pull-out ESL program models. In the 6th grade, the majority of ELL students are grouped into two classes with non-ELL students. ESL teacher, Mr. Niewiadomski, provides pull-out to the advanced ESL students' Reading classes 4 periods per week (180 minutes) as well as push-in instruction for beginner and intermediate students (ELA, Math, and Science; 360 min.). This model allows the ESL teachers to facilitate academic language development, reading comprehension skills, and writing skills within the grade level ELA class. In addition, it allows the ESL teachers to identify areas for growth to target during their small group pull-out instruction. It also allows the ESL teachers to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. This year the ESL teachers are meeting weekly with the two sixth grade teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information. All 7th and 8th grade ELL students receive ESL instruction utilizing a pull-out and push-in model. During the pull out model, ESL teachers provide targeted instruction designed to promote language proficiency and acquisition of academic language. This model allows the ESL teacher to facilitate academic language development, reading comprehension skills, and writing skills within the grade level ELA class. In addition, it allows the ESL teacher to identify areas for growth to target during their small group pull-out instruction. It also allows the ESL teacher to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. This year the ESL teachers are meeting weekly with the seventh grade teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information.
 - 1b. The ESL pull-out programs are ungraded and heterogeneous. The two ESL teachers divide the ELL's into groups based on proficiency levels: Beginner/Low Intermediate and High Intermediate/Advanced. The students are then programmed for the required periods of ESL instruction in accordance with the English language requirements outlined in the Commissioner's Regulations Part 154. In the ESL classroom all instruction is in English; however, the student's use of the native language during activities that pair advanced students with beginners is not discouraged. Moreover, students are encouraged to build literacy skills in their native language. In addition to English books found in the leveled multicultural classroom library, books in other languages are available. A rich text environment complete with changing word walls, vocabulary charts and comprehension strategy charts with teaching points promotes the skills included in the ELA balanced literacy units of study.
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)?
 - 2a. Each ELL student's program is reviewed carefully to ensure that the mandated number of instructional minutes are met in accordance with CR Part 154. Each ELL student's program is recorded in an excel spreadsheet which includes the precise days and periods that ESL instruction will take place. Beginner and Intermediate level students will receive 360 minutes of mandated instruction each week and Advanced students will receive 180 minutes. In addition, all ELL students receive targeted instruction 2 times a week during our one-period long extended day program. All classes are taught in English with necessary native language supports and scaffolds.
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.
 3. Content area instruction is delivered in English using ESL researched based strategies that are rigorous and serve to scaffold and differentiate learning among ELL students. IS 217 considers all teachers to be instructors of ELLs and to that end all teachers utilize the Sheltered Instruction Observation Protocol (SIOP) to inform classroom instruction. This model helps teachers plan and execute lessons that help students acquire academic language and content while becoming proficient in English. Teachers use a variety of Sheltered English Instructional strategies, including using graphic organizers, modifying speech rate and tone, visuals, and relating content to students background experience.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Since we have a freestanding ESL program, all assessments and evaluations are in English. The Spanish LAB is used to assess literacy in Spanish for new ELL's.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Lessons and assessments cover all 4 modalities of English acquisition throughout the year. This is reflected in assessment practices; for example, if a lesson or unit focuses on writing -the assessment will be a writing assessment. We utilize debates to foster critical thinking skills and student's speaking ability.

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).

6a. SIFE students are included in all intervention services through pull out and after school programs to address their specific needs. When needed they are provided with family counseling by the school social worker. SIFE students also meet regularly with the guidance counselor and are monitored by the RTI team.

6b. Newcomers are given targeted instruction in the afternoon tutorial program that occurs during our extended day program. Moreover, Mr. Niewiadomski provides 6th grade newcomers with 3 periods of pull-out instruction in addition to their regular ESL services.

6c, d: For all such students standards-aligned texts are used to prepare students for success in their content area classes. Differentiated activities are provided to individualize instruction based on proficiency level, to develop literacy skills through the use of comprehension strategies and higher order thinking. All teacher made materials (unit plans, lesson plans, readings and assignments) are within the framework of Content Based Instruction. These ELL students are required to take the ELA exam and are provided with the same rigorous common-core aligned instruction as non-ELL students. Instruction is differentiated and scaffolded to ensure that students are able to meet the required standards. Students are given quarterly interim assessments and the data is used to target the reading comprehension, writing, and listening skills that the students need to develop. This data is utilized to design interventions and instructions both during the regular school day as well as during small group instruction during the morning tutorial program and afterschool program. Accomodations are provided to all based on their status as ELLs or former ELLs.

6e. Our former ELL population is mainstreamed into our schoolwide programs. At the same time, all such students are provided with added supports as noted above. In addition, all former ELLs continue to receive testing accomodations for 1-2 years.

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?

ELL-SWD are mainstreamed for ESL services and are seen via a push-in pull-out model. All materials and curricula available to gen-ed teachers is available and used by SWD teachers. Common planning (ELL-SPED) is done regularly. IEPs are monitored and data is annually aggregated and analyzed to assure that ELL-SWDs whose IEP mandates ESL instruction receive appropriate instruction.

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?

ESL teachers as well as SWD teachers facilitate academic language development, reading comprehension skills, and writing skills within the SWD classes. In addition, the ESL teachers identify areas for growth to target during any small group pull-out instruction. It also allows the ESL and SWD teachers to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. This year the ESL teachers are meeting weekly with the grade level SWD teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information.

With regards to least restrictive environment, all of our ELL students are placed in gen-ed classes unless specified otherwise by IEPs. Where necessary, in accordance with their IEP's, ELL-SWDs are placed in ICT classes based on grade level and ability.

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
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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

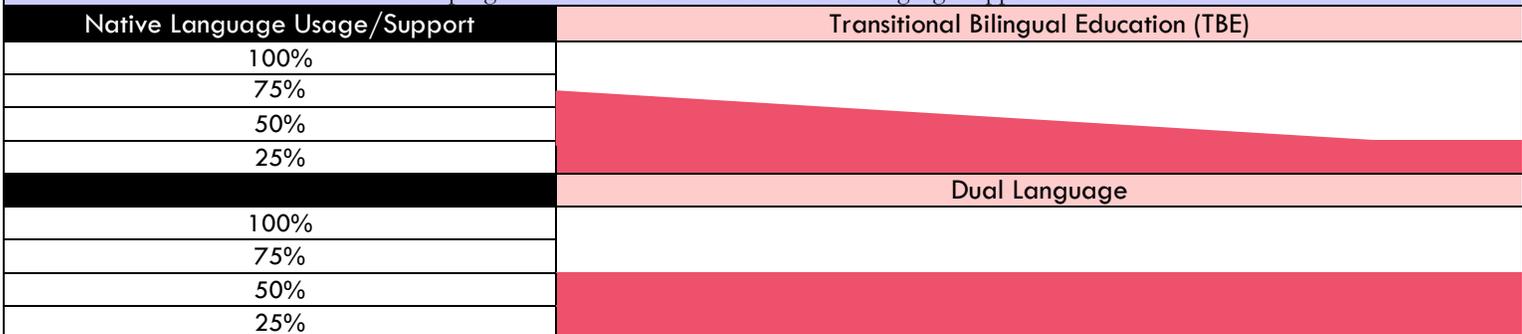
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. The Spanish LAB-R is used to assess ELLs in their native language. That assessment provides ESL teachers with an understanding of the students' prior knowledge and abilities in their native language. Certain targeted intervention programs are on the classroom's computers, such as Rosetta Stone English programs and iReady along with vetted websites that are specifically for our ELLs. In addition, other programs including Word Generation and MSQI Reading are utilized for building vocabulary, advancing language skills, and enhancing prior knowledge. ELA Classrooms have leveled bilingual libraries and use of Smartboards with access to the Internet to expose our students to prior knowledge needed and visual support as well. iPad and Laptop carts are available for all ELA teachers to aid in instruction.
- The Extended Day program at IS 217 is dedicated to Math instruction and the ELLs are grouped (by grade and level) for focused instruction in Math.
- For Social Studies and Science, use of the Push-in model has enabled the ESL Department to target these subject areas for intervention and focused instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our instructional programs are providing a rich and varied and targeted instruction to our ELLs. Major determinants of our effectiveness include our student's passing their State Exams and obtaining promotion/graduation. Our ELLs are very closely watched, guided and assisted and their social success and maturation as young adults is a major criteria for effectiveness and success of our programs. Certainly Federal and State criteria such as meeting AYP or AMAO is a part of our criteria for evaluating our programs and our success in guiding our young adults through a key period of their lives.
11. What new programs or improvements will be considered for the upcoming school year?
- We have begun to implement the Word Generation, iReady reading program and the Kagan Cooperative Learning Program across content areas.
12. What programs/services for ELLs will be discontinued and why?
- Due to cost we have discontinued the Achieve 3000 and System 44 Programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have an even greater access to all school programs. They have unlimited access to all afterschool programs, Dance and acting which have recently been added to our school's curriculum and music classes. But in addition, our ELLs have additional programs that are targeted to their needs. These include Extended Day and Sports and Arts programs, Saturday Academy, as well as various after-school programs available at the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials that we utilize are the following: Computer programs include iReady, and specifically vetted ESL and ELA online websites; in class materials include Word Generation, Kagan, Rosetta Stone, and the MSQI Reading Program. iPads are used by the ESL Dept. in conjunction with the pull out portion of the ESL Program. Classroom Libraries (for ELA & other subject areas) have been updated to include a separate section of books in the student's native language. Native language textbooks in Math Science and Social Studies are on hand for use in each content area.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our 7th and 8th grade ESL students are also enrolled in our Spanish Language classes. In addition, scaffold in native languages, mostly in Spanish, is being utilized across content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- As stated above and in the charts, our ELL students are provided services in excess of requirements. Services are provided based upon student's age and level and grade. Our ESL staff and subject area teachers work closely to provide targeted and differentiated instructional services to our ELLs.
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.
- While many of our ELLs are enrolled over the counter as they arrive in the country. In order to assist newly enrolled ELL students before the beginning of the year, parents are invited to attend a school tour and an orientation on the educational and recreational services available for students as well as for the parents. During this time there is a discussion with parents on the instructional strategies, activities and programs being implemented to ensure that our ELL population meet the standards and pass all required city and state assessments.

18. What language electives are offered to ELLs?

Spanish language courses are provided to our students in 7th and 8th grades.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the 7.5 hours of ELL training. In addition, strategies for working with ELLs are discussed during weekly Instructional Department Meetings. Through the workshops, the faculty have learned and will continue to learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Implementing SIOP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction. ESL teachers also participate in professional learning team meetings to discuss student work and best practices, as well as discuss ESL methodologies. ELL Coordinator meets with the coaches and non-ESL teachers to providing instruction to the ELLs, and ESL strategies. ESL teachers will also attend BETAC workshops which focus on ELL instruction and development, this will enhance the professional development of staff. We also support our staff with information on which high schools most of our students are interested in and are usually sent to so that they can take their students and visit these schools. In addition, we provide our staff with information about our feeder schools' instructional program, approximately how many ELLs we expect from these elementary schools as well as access to the students' records.

2. Regularly scheduled and ongoing (Monthly) PDs are offered for all staff in school and outside which focus on our ELL population including CCLS issues, best practices and various aspects of ESL instruction for our regular (non-ESL Licensed) teachers. Approaches and strategies that support ELLs are studied, discussed and implemented and later evaluated. Both ESL teachers provide the staff training which include strategies, intervisitations, activities and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELLs. Both ESL teachers and key content area teachers have either attended QTEL training or are scheduled to attend. QTEL is a unique professional development initiative. Instead of simplying the curriculum and lowering expectations for ELLs, through QTEL teachers learn to further intellectually challenge ELLs with high levels of support. Content area instruction is done in consultation with both ESL teachers. The ESL pull out teachers confer with subject area teachers about their common students and share pertinent information in regards to their social and academic development and progress.

3. In order to assist ELL students as they transition from middle school to high school, the guidance counselors articulate to the staff and students any pertinent information for ELL students in grade 8 who will transition to high school, such as orientations, placement assessments, language instructional models at particular high schools. ELL students are also informed of the process for applying to specialized high schools in New York City and assisted with the process by the guidance counselors and the ESL specialists. The Guidance Counselor at IS 217 is a Bilingual Counselor and has received numerous training and PD to assist her in providing guidance services to our ELL population as they transition to High School.

4. A record of ESL professional development attendance is kept by the ESL coordinator and the Assisant Principal.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent involvement at IS 217 is high. Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Citizenship classes, Parent Support Groups and monthly meetings with the Parent Coordinator. A survey is conducted every three months to screen parental needs and align workshops and activities to them. Staff is able to contact and work with the Translation and Interpretation Unit of the NYC Department of Education. Our ESL Coordinator has also received recent training and updated information from Mr. Kleber Palma, Director of the Translation and Interpretation Unit.
 2. Currently, we partner with Beacon (a long standing CBO) to provide workshops and various services to ELL parents as well as students. In addition, we host workshops for ELL parents throughout the year. The school also disseminates to ELL parents, in their home language, information about workshops offered by the Office of English Language Learners and the United Federation of Teachers. The Parent Coordinator facilitates transportation to these workshops and often attends as well with groups of parents.
 3. A survey is conducted every three months to screen parental needs and align workshops and activities to them. Our Parent Coordinator takes an active role in all ESL activities as well as being responsible for holding regular Parent Meetings. He works closely with the ESL coordinator to monitor parent and student needs - both in terms of language as well as services required or desired. Through the ESL Coordinator and the Parent Coordinator, staff is able to contact and work with the Translation and Interpretation Unit of the NYC Department of Education. Our ESL Coordinator has also received recent training and updated information from Mr. Kleber Palma, Director of the Translation and Interpretation Unit.
 4. The Parent Coordinator keeps a record of parent requests for informational workshops and response to parent surveys. Based on these requests he coordinates and holds various workshops and activities for parents.

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: School of Performing Arts

School DBN: 12x217

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maiysha Etienne	Principal		11/15/13
Bertram Knight	Assistant Principal		11/15/13
Ali Durma	Parent Coordinator		11/15/13
James Knox	ESL Teacher		11/15/13
Elba Acevedo	Parent		1/1/01
Robert Niewiadomski	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Ms. Loubriel-Harding	Coach		11/15/13
Ms. Courtney Jones	Coach		11/15/13
Xiomara Diaz	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12X217** School Name: **I.S. 217 School of Performing Arts**

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

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

Part A: Needs Assessment Findings

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

Home language surveys and ATS reports are used to determine the home language of all English Language learners in the school. Notices to parents regarding their child's ESL services are sent in the home language. Parent Orientation meetings are held several times each school year, at which time parents indicate the language they would prefer when being contacted by the school. For oral translations, the Parent Coordinator and bilingual staff members are summoned when the need arises.

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.

Most of our translation needs are in Spanish. We have faculty members who are fluent in Spanish that we use for translations. Needed translation services can be provided in house and by the translated forms available from the Department of Education. Findings are reported to staff at Faculty Conferences and/or Department meetings and to the parent population via:

- Parent Teacher meetings
- Principal Town Hall Meetings
- PTA meetings

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc.) are done by members of the faculty and/or the NYC Translation Unit.

Part B: Strategies and Activities

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

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc.) are done by members of the faculty and/or the NYC Translation Unit. When the scope or the technical details of the document are beyond our school's capacity we use an outside vendor.

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

All oral interpretation services are handled in-house by staff members or, when necessary, by the NYC Translation Unit. Teachers and other bi-lingual staff members will assist in translations and comprehension of school needs to parents. Only in rare cases where no one is available, or, a particular language cannot be translated by any staff member will the city's Translation Unit be asked to assist.

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>.

All parent notices will be translated into home languages represented by our ELL population when necessary. If this cannot be accomplished in-house, the NYC Translation Unit will be utilized.