

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M408**

**School Name:**

**PROFESSIONAL PERFORMING ARTS HIGH SCHOOL**

**Principal:**

**KEITH RYAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Professional Performing Arts School School Number (DBN): 02M408  
Grades Served: 6-12  
School Address: 328 West 48<sup>th</sup> Street  
Phone Number: 212-247-8652 Fax: 212-247-7514  
School Contact Person: Keith Ryan Email Address: KRyan5@schools.nyc.gov  
Principal: Keith Ryan  
UFT Chapter Leader: Kim Mussman  
Parents' Association President: Seamus Burke  
SLT Chairperson: Geneva Agosto  
Title I Parent Representative (or Parent Advisory Council Chairperson): NA  
Student Representative(s): Holly Phillips

**District Information**

District: 02 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, NY, NY  
Superintendent's Email Address: MBradbur@schools.nyc.gov  
Phone Number: 347-602-3460 Fax:

**Borough Field Support Center (BFSC)**

BFSC: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, NY, NY  
Director's Email Address:

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Keith Ryan	*Principal or Designee	
Kim Mussman	*UFT Chapter Leader or Designee	
Seamus Burke	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Holly Phillips	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heidi Lis	Member/ Parent	
John Phillips	Member/ Parent	
Geneva Agosto	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nicole Wright	Member/ Parent	
Tamara Jaffe	Member/ Teacher	
Michael Gatton	Member/ Teacher	
Joe D'Amico	Member/ Teacher	
Charles Vassallo	Member/ CSA school leader	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### 1. Mission Statement:

Professional Performing Arts School is committed to nurturing each student's passion for the performing arts and thirst for knowledge by providing a safe, supportive community that inspires lifelong learning and a commitment to serving local and global communities. In all activities PPAS students and staff are guided by the values of empathy, engagement and excellence. When students develop as performers, they gain the skill and power to improve the world through their artistic expression and ability to collaborate and lead. An environment of professionalism is essential, and since our inception in 1990 PPAS has offered students in grades six through twelve a unique opportunity to study the arts with professional artists. PPAS students follow a daily schedule of rigorous academic work at school each morning and intensive performing arts instruction at professional studios each afternoon. Partnerships include The Ailey School for dance, Rosie's Theater Kids for musical theater, Waterwell Theater for drama, and National Chorale for classical choir.

### 2. PPAS strengths, accomplishments and challenges:

#### • Strengths and Accomplishments:

o Consistently the PPAS graduation HS rate is between 90% and 95%.

o PPAS attendance at end of 2013-2014 was 94%.

o PPAS students attend competitive 4-year colleges and conservatories. Some PPAS students join professional arts organizations immediately after graduating, particularly dance companies given the demand for young dancers.

o Regents pass rates are high. 2014: ELA: 88% Algebra: 80% (1<sup>st</sup> year of CCLS test) Global History: 92% US History: 94% LE: 91%

o All HS students take a 4-year arts sequence worth 16 credits ends in an NYCDOE arts-endorsed diploma.

o Academics offers a humanities sequence (combination of ELA and social studies) that ends in a 15 page research paper on a student chosen public policy, preparing PPAS graduates for college-level writing and research.

o PPAS math sequence is from algebra through calculus.

o There are opportunities to take three Advanced Placement Courses: Literature, Biology, US History. Students who take US History AP take it as a core class. Biology and Literature are electives.

o PPAS has a 9<sup>th</sup> Grade 1 semester Freshman Forum course that orients 9<sup>th</sup> grade students for success in high school including the beginning of college preparation.

o PPAS has a college guidance department that informs a 9-12<sup>th</sup> grade college prep process and gives 11<sup>th</sup> and 12<sup>th</sup> graders one-to-one support throughout both years.

- Challenges:

- o To improve both graduation and attendance rate, particularly challenging as they are already at high levels.

- o To improve the performance of students on regents scores in all subjects.

- o To arrive at deep knowledge of our students' abilities that will inform differentiated, accessible teaching strategies to all students including students with specific learning differences.

- o To provide students with a manageable way of completing all their work in both academic and performing arts classes so that their assessments are based purely on the proficiencies and skills reflected in their work.

- o To assure that innovative teaching strategies are continually implemented in all classrooms to meet the learning needs of our students.

- o To leverage limited resources in a way that best supports our mission and goals.

## 02M408 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	536	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	5	# Integrated Collaborative Teaching
				10
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	11	# Drama
# Foreign Language	10	# Dance	14	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		3.7%	% Attendance Rate	93.8%
% Free Lunch		29.7%	% Reduced Lunch	4.1%
% Limited English Proficient		0.2%	% Students with Disabilities	7.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.4%	% Black or African American	24.2%
% Hispanic or Latino		21.1%	% Asian or Native Hawaiian/Pacific Islander	4.9%
% White		47.3%	% Multi-Racial	1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.32	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	8.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	4.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		69.9%	Mathematics Performance at levels 3 & 4	66.3%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		97.2%	Mathematics Performance at levels 3 & 4	90.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		88.7%	% of 2nd year students who earned 10+ credits	89.3%
% of 3rd year students who earned 10+ credits		93.9%	4 Year Graduation Rate	93.6%
6 Year Graduation Rate		96.2%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Comprehensive Assessment:

o Quality Review and Snapshots.

o Humanities: Reading/Writing Continuum data collection, December and June. CCLS aligned assessment tool measuring trends (strengths and growth areas) across humanities sections and grades.

o Math: Unit Topic Data Collection, October –May (on-going). CCLS aligned topics in math measuring students that have met and not met specific topics.

o Science: Formative Assessment System to identify strengths and weaknesses in students' science knowledge.

o Spanish: Comprehensive Rubric identifying strength/weakness trends in Spanish learning and how the teachers are responding.

o Item analyses in standardized testing – all subjects.

Summary of School Needs:

Areas where school shows strengths :

Using a four point scale: Excellent, Good, Fair, Poor:

o Interest and challenge of the curriculum: Good

o Effectiveness of Teaching and Learning: Good

o Assessing what the school is learning: Good

o High expectation communicated to students and staff: Good

o Collaboration among teachers: Good

o 94% High School students graduated in four years

o 96% High School students graduated in six years

o Approximately 10% of students pursued 2-year college programs.

- o The High School exceeds targets in student performance.
- o The High School meets targets in student progress.
- o The High School meets targets in college and career readiness
- o 98% is the average pass rate for core academic courses.
- o 100% of PPAS former 8<sup>th</sup> graders earned enough credit in 9<sup>th</sup> grade to be on track for high school graduation.
- o The Middle School meets targets in student performance.
- o 2014-15 data generated from subject team periodic assessments will be included here when available

Areas where school needs growth :

- o 89% 9<sup>th</sup> graders earned enough credit to be on track for graduation
- o 89% 10<sup>th</sup> graders earned enough credit to be on track for graduation
- o 57% High School students graduated college ready according to the NYCDOE college readiness quotient.
- o 66% High School graduates enrolled in college within 6 months of graduating.
- o 70% of Middle School students met state standards on the new State ELA test. Average score was 3.4 out of 4.5
- o 66% of Middle School students met state standards on the new State Math test. Average score was 3.3 out of 4.5
- o The Middle School is approaching targets for student progress.
- o 2014-15 data generated from subject team periodic assessments will be included here.
- o Regular evaluation of school level decisions that support the expectations of the Common Core Learning Standards

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- A 3% increase of 9<sup>th</sup> and 10<sup>th</sup> grade students will earn enough credit to be on track for graduation.
- A 3% increase of High School students will graduate college ready according to the NYCDOE college readiness quotient.
- A 3% increase of High School graduates will enroll in college within 6 months of graduating.
- A 5% increase in High School graduates will earn an advanced regents diploma.
- A 3% increase of Middle School students will meet state standards on the new State ELA test.

A 3% increase of Middle School student will meet state standards on the new State Math test.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Establishing a clear grading and work collection system with school wide standards: Data generated from our teacher grading system shows that almost all students who are at risk of falling short or fall short of credit accumulation are in that situation due to missing work. Once the policy is set, teachers will build support strategies for students to submit all work including but not limited to: multiple access to performance tasks, flexible time, and opportunities to review work through one-on-one support.</p>	<p>students at risk of failing any class.</p>	<p>January 2016 End date: June 2016</p>	<p>teachers with 9<sup>th</sup> /10<sup>th</sup> grade students</p>
<p>2: Middle School and High School state test preparation will be supported through subject level periodic assessments and use of subsequent data sets (item analyses, weakness trends, etc.). For ELA Middle School ELA teachers will implement a reading /writing continuum to assess mid-year and then on-going to inform instruction in areas of weakness and/or one-to-one support. For Math Middle School Math teachers will implement unit topic assessments mid-year and then on-going to inform instruction in areas of weakness and/or one-to-one support.</p>	<p>middle school students not meeting periodic benchmarks in certain topics in ELA and math.</p>	<p>January 2016 End date: June 2016</p>	<p>Middle School ELA and Math teachers</p>
<p>3: The PPAS Office of College Support will:</p> <ul style="list-style-type: none"> <li>• create a clearly articulated pathway to college acceptance program that each 11<sup>th</sup> and 12<sup>th</sup> grader will step onto in the appropriate place in the process</li> <li>• rewrite the Freshman Forum curriculum for pre-college preparation</li> <li>• pilot a new mentoring program for identified students at risk of not completing the college application process</li> </ul>	<p>All 11<sup>th</sup> and 12<sup>th</sup> grade students and a select group of 11<sup>th</sup> grade students for mentoring</p>	<p>September 2015 End date: June 2016</p>	<p>Head of Office of College Support, Guidance Counselor</p>

4. School Leaders through observation, evaluation, feedback and professional development will ensure that pedagogues and subject area teams are aligning curriculum and implementing innovative strategies to address the Common Core Learning Standards.	all students	September 2015 End date: June 2016	Assistant principals in charge of subject area teams
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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

o Common Planning Time: Collaboration among teachers and school leaders is essential in meeting the stated goals for rigorous instruction. The following are resource items that will/can be leveraged:

- Monday Professional Development Sessions
- School-wide teaching programs/schedules have much built in common preparation and professional periods

o Research-based and CCLS aligned materials such as books about key instructional focus: assessment, differentiation, universal design, supporting students with learning disabilities and integrated collaborative teaching including: Dueck’s Grading Smarter Not Harder, NYC Social Studies Scope & Sequence, The Common Core Learning Standards by the Common Core Standards Initiative.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
In 2015-2016 data will indicate an increase in the number of students on track for graduation in the 9<sup>th</sup> and 10<sup>th</sup> grades.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Comprehensive Assessment:

- o Quality Review and Snapshots.
- o Environmental Survey Results 2014.

Summary of School Needs:

Areas where school shows strengths :

- o 96% of students completed the school survey
- o 83% of students believe they are given help when needed
- o 89% of students feel that teacher believe they can do well in school

Areas where school needs growth :

- o 78% of students feel the school helps them approach challenges by suggesting appropriate strategies
- o 79% of students feel that the school helps them reflect on strengths and learn areas that can be improved
- o 75% of students believe the school is teaching them the organizational skills they need to succeed in school
- o 50% students feel the school makes them excited about learning

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- o By June 2016 there will be a 5% growth of students will feel the school helps them approach challenges by suggesting appropriate strategies
- o By June 2016 there will be a 5% growth of students will feel the school helps them reflect on strengths and learn areas that can be improved

- o By June 2016 there will be a 5% growth of students will believe the school is teaching them the organizational skill they need to succeed in school
- o By June 2016 there will be a 5% growth of students will feel the school makes them excited about learning

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1: Item analysis and a 2015 implemented reading/writing continuum will be used to formally communicate areas of strength and weakness in each students' skills. Teachers will use this data to address trends across class, grade level and school wide where areas of growth are recognized.	all students	Start date: January 2015. End date: June 2016	All teachers
2. Grade teams will formalize looking at student work together by using standardized protocols across grades. Use of protocols will result in a standardized, manageable and usable data sets.	students at risk of failing any class.	Start date: January 2015 End date: June 2016	All teachers

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

o Common Planning Time: Collaboration among teachers and school leaders is essential in meeting the stated goals for strong family and community ties. The following are resource items that will/can be leveraged:

- Professional Development Sessions
- Time and organizational materials allocated for collection of student work samples

• School-wide teaching programs/schedules have much built in common preparation and professional periods

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – 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.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: 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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: 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.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **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).

**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.).

**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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- supporting or hosting Family Day events;
- 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 or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>408</b>
School Name <b>Professional Performing Arts School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Keith Ryan</b>	Assistant Principal <b>Heather Lawrence (IA)</b>
Coach <b>NA</b>	Coach <b>NA</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jesse Perlemutter</b>	School Counselor <b>Caitlin Kelly</b>
Teacher/Subject Area <b>Bridget Kiernan/SE</b>	Parent
Teacher/Subject Area <b>Michelle Sale/English</b>	Parent Coordinator <b>Teresa Gindi</b>
Related-Service Provider <b>Stacey Goodman</b>	Borough Field Support Center Staff Member <b>Maria Broughton</b>
Superintendent <b>Marisol Bradbury</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	548	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	1	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>							1			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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												1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	0													0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)												1		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	1	0
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We use locally developed assessments designed by our ESL teachers to assess the literary skills of our ELLs. We have found that these assessments most closely align with the academic expectations of our particular classrooms and help us to formulate literacy plans for each ELL.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
We don't have patterns because we are only looking at one student, but we do regularly assess her achievement data (anecdotal, in class grades, Regents scores, state exam scores, and NYSITELL scores). What this data reveals is that our current ELL student is able successful and growing in her ability each year, but seems to struggle with the NYSITELL test itself. Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Based on the NYSITELL modalities, instruction in the ESL classes will focus on reading and writing slightly more than speaking and listening. This year, we are attempting to increase student achievement on the NYSITELL by teaching all four modalities through content. The objective is to create a class that would be inherently appealing to ELLs (the class is about immigration) and therefore increase their attention and enthusiasm around doing the work of skill building in literacy.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - Students fare very differently on exams based on competencies and language skills. Some very limited English speakers still do fairly well on regent exams if they are skilled in the subject area (like Math). The ELA regent is still an obstacle for our ELL's. We have set up the 12th graders who failed the ELA regent with Native language speaking tutors in addition to the services they already receive. ESL Program uses translated copies of texts, audio recordings, and native language supplemental materials, when available.
    - Our students take the regular ACUITY tests. The teachers then consult the website to review results by student and then assign them

appropriate skill-based work.

C. periodic assessments sometimes correctly indicate deficiencies and offer specific and timely information about student abilities. Other times, they simply indicate a deficiency in test-taking. Further information is sometimes needed to determine if skill-based assignments are necessary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]  
NA

6. How do you make sure that a student's new language development is considered in instructional decisions?  
The LAP team members meet periodically and evaluate all available data (anecdotal information, class grades, Acuity results, Regents, length of time in the country/program, graduation rates, NYSITELL results, etc.) Based on this information, we determine the success of the program and where improvements can be made. We work collaboratively to find solutions to short and long term problems bringing in information from all shareholders.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We triangulate data (class grades, anecdotal information, Regents, and NYSESLAT scores) to assess the growth of each student. We also survey the ELLs to get feedback from the students.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) that is administered by our Assistant Principal, Heather Lawrence. This survey informs school staff of the language that is used at home. Those students whose HLIS reveals that a language other than English is spoken at home, we administer an English proficiency test called the "Language Assessment Battery-Revised (LAB-R)" within 10 days of initial identification. Performance on this test determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. The score on the LAB-R determines whether or not the student is entitled to ESL classes and his/her level. The child is then programmed for the appropriate amount of ESL for support. All students identified as ELLs take the NYSITELL. An ATS report will list the students eligible for the NYSITELL, the tests are ordered and administered, adhering strictly to DOE and NYSED memos on NYSITELL test administration. Heather Lawrence, the test coordinator is responsible for making sure that all components of the test are administered correctly. The results on the NYSITELL determines if students have tested out of ESL placement/ELL status or students continued placement in ESL classes for the following year, as well as their proficiency level. We provide the level or amount of services dependent on student's NYSITELL test performance.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Meeting the needs of diverse learners enrolled including SIFE, Students with Special Needs and all levels of ELLs. Below we outline our non-negotiable elements that assure classroom instruction in our language program is meeting the needs of all students.

- On-going tracking of individual students' language skill evidenced by:
  - o Bi-weekly assessments that identify students TESOL and ELA level
  - o Graphs and/or charts placing individual students on a continuum aligned with language acquisition benchmarks
- Developmentally appropriate challenge and rigor evidenced by:
  - o Lessons that include targeted strategies for specific student learning needs as identified by regular assessments
  - o Ability to modify instructional activity based on ELL need
  - o Planned and prepared strategies and materials for diverse learners on a spectrum from struggling students to high achieving students
- Teaching of skills and knowledge needed in content area evidenced by:
  - o Use of instructional strategies identified by grade teams that incorporate content area vocabulary and concepts

o Lesson plans and instructional strategies that are aligned with and model the content area lessons and instructional practices

A classroom where these elements are effectively incorporated will look different than a traditional teacher-centered classroom. The environment of the programs for ELLs will be defined by student choice and teacher guidance. The teacher will tier instruction in such a way that when students enter the room they will have various choices about how they access and move through the learning objective. Choices will generally be made regarding the level of English or foreign language that the student can comprehend. Because there are four areas of communication associated with language (hearing, reading, speaking and writing) and students will have varying proficiency among them, they will have access to each mode of communication at different levels. Below is one high leverage strategy that will be used in the language programs.

Three levels of proficiency: low to high choice	Reading choice	Speaking choice	Listening choice	Writing
Level one	Confer with teacher	Green audio/video	Writing prompt 1	Meet Martin Luther King
Level two	Confer with partner	Blue audio	Writing prompt 2	Martin Luther King: Man and Mission
Level three	Discuss in group	Black audio	Writing prompt 3	MLK: A Short History

The objective of the unit is for students to use English to express their opinions and ideas from a variety of perspectives (NYS ESL/NLA Standard 3). For this lesson the teacher has decided to use the life of Martin Luther King to illustrate the viewpoint of peaceful demonstration. The teacher chose three levels of books on the subject of MLK, wrote three writing prompts of varying degree of difficulty, and found three videos or recordings about MLK.

In this example, students may choose one way to access information by reading, writing or listening, and then choose one way to practice speaking about the topic. The teacher will guide students in making the most appropriate choices based on her thorough understanding of individual student capabilities in the language. Note that in this example, the teacher will be working specifically with the lowest level speakers in a one-on-one setting. Higher level speakers will have more responsibility in monitoring their own work.

This strategy is one high leverage approach to meeting the needs of all learners. Teachers will use other strategies such as leveled groups, conferring, targeted group instruction, partnering and interest-generated activities so that all students are engaged and working toward shared goals.

In the example above, the teacher may have chosen the topic of Martin Luther King because the students are studying the civil rights movement in social studies. The teacher will emphasize vocabulary and concepts related to the social studies unit while focused on language skill. This underscores the importance of team planning and building common planning time into our master schedule.

#### Content Area Classes – Supporting Diverse Learners in the Core Curriculum

Content area teachers must tackle the challenge of meeting the needs of diverse learners while preparing students for the demands of the content area standards. The nature of language programs will present diverse language need, and preparing for this will be a major focus in our instructional planning. In addition, we are aware that students will have different levels of experience in the content area knowledge and skills. Therefore, the approach to teaching core classes must include:

- Plan individual learning objectives
- Plan individual learning objectives

An essential attribute of our pedagogy is that the non-negotiable elements in the areas of both support classes and core classes co-exist and serve as our main reference for common planning among teachers on the same grade level. For instance, grade teams should be comparing assessments from language program classes to assessments from core subject area classes in order to fully understand a student's learning needs and plan appropriate instruction for that student. Though similar to those for the support classes, the non-negotiable elements for meeting the needs of diverse learners in our core classes are worth listing here

- On-going tracking of individual students' content area skill and knowledge evidenced by:
  - o Bi-weekly assessments that identify students understandings of prerequisite and current content area topics with a significant awareness of how language capacity is related to understandings
  - o Graphs and/or charts that place students against the standards for the content area
- Developmentally appropriate challenge and rigor evidenced by:
  - o Lessons that include targeted strategies for specific student learning needs as identified by regular assessments
  - o Ability to modify instructional activity based on content area need and language need
  - o Planned and prepared strategies and materials for diverse learners on a spectrum from struggling students to high achieving students
- Teaching of prerequisite skills and knowledge needed to meet grade level standards in content area evidenced by:

- o Use of instructional strategies identified by grade teams that incorporate language support where necessary
- o Lesson plans and instructional strategies that allow students access to information necessary for them to participate and succeed in performance tasks

Therefore, teachers of core classes will provide multi-leveled support that includes planning for diversity in both language capacity and content level understandings. Continuing with our high leverage strategy of providing student choice, a sample of what this might look like in a math class is below:

Levels of Math Understanding	Language Support Material	Math Support Material	Learning Group
Need for foundational skill	Full translation	Base practice	Teacher led
Need for some review	Vocabulary list support	Ramp up practice	Individual work

Grade level – fully prepared for math topic                      No language support                      New work only                      Group work

Students entering this math class will have choice in the area of language support by utilizing available materials. Students will also have choice in math support in both materials and working groups. The teacher’s role is to guide students to the appropriate supports and then participate in targeted teacher led instruction and activities. In this case, the most struggling students are in a targeted group and the intermediate students are doing individual work. Groupings are flexible and can be utilized in various ways in on-going lessons.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Meeting the needs of diverse learners enrolled including SIFE, Students with Special Needs and all levels of ELLs. Below we outline our non-negotiable elements that assure classroom instruction in our language program is meeting the needs of all students.

- On-going tracking of individual students’ language skill evidenced by:
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  - o Lesson plans and instructional strategies that are aligned with and model the content area lessons and instructional practices

A classroom where these elements are effectively incorporated will look different than a traditional teacher-centered classroom. The environment of the programs for ELLs will be defined by student choice and teacher guidance. The teacher will tier instruction in such a way that when students enter the room they will have various choices about how they access and move through the learning objective. Choices will generally be made regarding the level of English or foreign language that the student can comprehend. Because there are four areas of communication associated with language (hearing, reading, speaking and writing) and students will have varying proficiency among them, they will have access to each mode of communication at different levels. Below is one high leverage strategy that will be used in the language programs.

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- Planning for diverse content area learning
- Planning for diverse skill level and content knowledge

An essential attribute of our pedagogy is that the non-negotiable elements in the areas of both support classes and core classes co-exist and serve as our main reference for common planning among teachers on the same grade level. For instance, grade teams should be comparing assessments from language program classes to assessments from core subject area classes in order to fully understand a student's learning needs and plan appropriate instruction for that student. Though similar to those for the support classes, the non-negotiable elements for meeting the needs of diverse learners in our core classes are worth listing here

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  - o Graphs and/or charts that place students against the standards for the content area
- Developmentally appropriate challenge and rigor evidenced by:
  - o Lessons that include targeted strategies for specific student learning needs as identified by regular assessments
  - o Ability to modify instructional activity based on content area need and language need
  - o Planned and prepared strategies and materials for diverse learners on a spectrum from struggling students to high achieving students
- Teaching of prerequisite skills and knowledge needed to meet grade level standards in content area evidenced by:
  - o Use of instructional strategies identified by grade teams that incorporate language support where necessary
  - o Lesson plans and instructional strategies that allow students access to information necessary for them to participate and succeed in performance tasks

Therefore, teachers of core classes will provide multi-leveled support that includes planning for diversity in both language capacity and content level understandings. Continuing with our high leverage strategy of providing student choice, a sample of what this might look like in a math class is below:

Levels of Math Understanding	Language Support Material	Math Support Material	Learning Group
Need for foundational skill	Full translation	Base practice	Teacher led
Need for some review work	Vocabulary list support	Ramp up practice	Individual

Grade level – fully prepared for math topic      No language support      New work only      Group work

Students entering this math class will have choice in the area of language support by utilizing available materials. Students will also have choice in math support in both materials and working groups. The teacher's role is to guide students to the appropriate supports and then participate in targeted teacher led instruction and activities. In this case, the most struggling students are in a targeted group and the intermediate students are doing individual work. Groupings are flexible and can be utilized in various ways in on-going lessons.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement letters are generated by the ELL coordinator, Heather Lawrence, usually in late August for students who are entitled to support in classes for English Language Learners based upon the results of the NYSITELL. Letters are translated into the student's home language and they are mailed home. All letters and forms that have been received as well as signed by parents are kept in the guidance department office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

This informatino is included in the above communication regarding NYSITELL results.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Due to the small number of ELL students we have on our register, we have the unique opportunity to have small conferences with every family. We schedule a meeting with the families of ELL students, the principal, the ESL teacher and the Prent Coordinator. During this meeting, we provide information and explain all three programs that parents can select: Transitional Bilingual, Dual Language, and Freestanding ESL. During our orientation meeting, we have a Q and A session to address individual questions. We show parents a video that is available in 13 languages on the Department of Education's website. We review the video and the option of the three programs (Transitional Bilingual, Dual Language, Freestanding ESL). Near the end of the meeting, we distribute and collect the Parent Surey and Program Selection form. We currently have one ELL student enrolled in our school. If in the future we have sufficient students for a Dual Language program, then we will gladly open a such a program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Parents complete the Parent Survey and Program Selection form towards the conclusion of the orientation meeting. Sometimes a parent requests more time to determine the specific program of choice. In these cases, parents may mail or have their child return the form to us. We provide reminders to return the forms by our guidance counselor.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The LPT will assess files for ELL compliance and follow-through with parent communication. If necessary the attendance teacher would be asked to include ELL compliance elements for home visits.
9. Describe how your school ensures that placement parent notification letters are distributed.
- LPT will monitor communications and schedule conferences with all ELL parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Assistant Principal Heather Lawrence keeps all ELL files and provides files to LPT when requested.
11. 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.
- Assistant Principal, Heather Lawrence, identifies well in advane the specific days to administer all sections of the NYSITELL. Ms. Lawrence selects staff and schedules the staff to administer the NYSITELL. She also identifies and schedules the student(s) who will be assessed. To identify the students, we run a few ATS reports (RLAT and RELC). As the test coordinator, Ms. Lawrence provides the needed training for our teachers to administer the NYSITELL. We ensure that all students are administered the NYSITELL. Finally, we review with our teachers how our students performed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- At the time of registration, the principal, ESL teacher, and Parent Coordinator discuss the variety of services that may be provided to ESL stduents. These include bilingual and Freestanding ESL instructional programs. We provide information through an interpreter to ensure that parents understand the program choices. We show an orientation video in the parent's home language. After the video, all questions are answered. Parents fill out in their home language near the conclusion of the orientation a Parent Survey and Program Selection form where they selct their program choices. We currently offer ESL but will support families who want a program that we currently do not offer through outreach to the Office of English Language Learners. As our ELL population grows, we plan to develop a dual language program. Parent choice is indicated in the ELPC screen in ATS.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- The current parent of our student who is an English Language Learner has selected Freestanding ESL. The trend has been for parents to select Freestanding ESL. Thus, the program model of ESL is in alignment with parent requestes.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.
    - A. collaborative, self-contained, sheltered
    - B. ungraded, heterogenous
  - b. TBE program. *If applicable.*  
NA
  - c. DL program. *If applicable.*  
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have two ESL licensed teachers on staff. One of them is currently scheduled to teach our ELL student and the other helps with NYSESLAT administration in spring of each year. ESL class is scheduled for 5 days a week for 43 minutes a day. ELA class is also 5days/week and 43 min/day
3. Describe how core content is delivered in each program model. 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.

We have a very small population of ESL students so we have only one teacher who provides all the mandated minutes of services (although some students receive additional minutes through an out-of-school provider. The curriculum and instructional methods are aligned with the NYS ESL/NLA standards. Strategies engage students in activities of active, cognitive challenge and require students to demonstrate their thinking.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Daily ESL lessons combined with individualized support, tutoring (both in English and native language) and differentiated instruction. We have regular assessments utilizing native language in order to measure students' cognitive growth.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

Meeting the needs of diverse learners enrolled including SIFE, Students with Special Needs and all levels of ELLs. Below we outline our non-negotiable elements that assure classroom instruction in our language program is meeting the needs of all students.

- On-going tracking of individual students' language skill evidenced by:
  - o Bi-weekly assessments that identify students TESOL and ELA level
  - o Graphs and/or charts placing individual students on a continuum aligned with language acquisition benchmarks
- Developmentally appropriate challenge and rigor evidenced by:
  - o Lessons that include targeted strategies for specific student learning needs as identified by regular assessments
  - o Ability to modify instructional activity based on ELL need
  - o Planned and prepared strategies and materials for diverse learners on a spectrum from struggling students to high achieving students
- Teaching of skills and knowledge needed in content area evidenced by:
  - o Use of instructional strategies identified by grade teams that incorporate content area vocabulary and concepts
  - o Lesson plans and instructional strategies that are aligned with and model the content area lessons and instructional practices

A classroom where these elements are effectively incorporated will look different than a traditional teacher-centered classroom. The environment of the programs for ELLs will be defined by student choice and teacher guidance. The teacher will tier instruction in such a way that when students enter the room they will have various choices about how they access and move through the learning objective. Choices will generally be made regarding the level of English or foreign language that the student can comprehend. Because there are four areas of communication associated with language (hearing, reading, speaking and writing) and students will have varying proficiency among them, they will have access to each mode of communication at different levels. Below is one high leverage strategy that will be used in the language programs.

Three levels of proficiency: low to high                      Speaking choice                      Listening choice                      Writing

choice	Reading choice			
Level one	Confer with teacher	Green audio/video	Writing prompt 1	Meet Martin Luther King
Level two	Confer with partner	Blue audio	Writing prompt 2	Martin Luther King: Man and Mission
Level three	Discuss in group	Black audio	Writing prompt 3	MLK: A Short History

The objective of the unit is for students to use English to express their opinions and ideas from a variety of perspectives (NYS ESL/NLA Standard 3). For this lesson the teacher has decided to use the life of Martin Luther King to illustrate the viewpoint of peaceful demonstration. The teacher chose three levels of books on the subject of MLK, wrote three writing prompts of varying degree of difficulty, and found three videos or recordings about MLK.

In this example, students may choose one way to access information by reading, writing or listening, and then choose one way to practice speaking about the topic. The teacher will guide students in making the most appropriate choices based on her thorough understanding of individual student capabilities in the language. Note that in this example, the teacher will be working specifically with the lowest level speakers in a one-on-one setting. Higher level speakers will have more responsibility in monitoring their own work.

This strategy is one high leverage approach to meeting the needs of all learners. Teachers will use other strategies such as leveled groups, conferring, targeted group instruction, partnering and interest-generated activities so that all students are engaged and working toward shared goals.

In the example above, the teacher may have chosen the topic of Martin Luther King because the students are studying the civil rights movement in social studies. The teacher will emphasize vocabulary and concepts related to the social studies unit while focused on language skill. This underscores the importance of team planning and building common planning time into our master schedule.

#### Content Area Classes – Supporting Diverse Learners in the Core Curriculum

Content area teachers must tackle the challenge of meeting the needs of diverse learners while preparing students for the demands of the content area standards. The nature of language programs will present diverse language need, and preparing for this will be a major focus in our instructional planning. In addition, we are aware that students will have different levels of experience in the content area knowledge and skills. Therefore, the approach to teaching core classes must include:

- Planning for diverse learner needs
- Planning for diverse learner needs

An essential attribute of our pedagogy is that the non-negotiable elements in the areas of both support classes and core classes co-exist and serve as our main reference for common planning among teachers on the same grade level. For instance, grade teams should be comparing assessments from language program classes to assessments from core subject area classes in order to fully understand a student's learning needs and plan appropriate instruction for that student. Though similar to those for the support classes, the non-negotiable elements for meeting the needs of diverse learners in our core classes are worth listing here

- On-going tracking of individual students' content area skill and knowledge evidenced by:
  - o Bi-weekly assessments that identify students understandings of prerequisite and current content area topics with a significant awareness of how language capacity is related to understandings
  - o Graphs and/or charts that place students against the standards for the content area
- Developmentally appropriate challenge and rigor evidenced by:
  - o Lessons that include targeted strategies for specific student learning needs as identified by regular assessments
  - o Ability to modify instructional activity based on content area need and language need
  - o Planned and prepared strategies and materials for diverse learners on a spectrum from struggling students to high achieving students
- Teaching of prerequisite skills and knowledge needed to meet grade level standards in content area evidenced by:
  - o Use of instructional strategies identified by grade teams that incorporate language support where necessary
  - o Lesson plans and instructional strategies that allow students access to information necessary for them to participate and succeed in performance tasks

Therefore, teachers of core classes will provide multi-leveled support that includes planning for diversity in both language capacity and content level understandings. Continuing with our high leverage strategy of providing student choice, a sample

Chart	of what this might look like in a math class is below:			
	Levels of Math Understanding Group	Language Support Material	Math Support Material	Learning
	Need for foundational skill led	Full translation	Base practice	Teacher
	Need for some review practice	Vocabulary list support Individual work	Ramp up	
	Grade level – fully prepared for math topic	No language support	New work only	Group work
	Students entering this math class will have choice in the area of language support by utilizing available materials. Students will also have choice in math support in both materials and working groups. The teacher’s role is to guide students to the appropriate supports and then participate in targeted teacher led instruction and activities. In this case, the most struggling students are in a targeted group and the intermediate students are doing individual work. Groupings are flexible and can be utilized in various ways in on-going lessons.			
7.	For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to <u>ELL Policy and Reference Guide, Re-Identification of ELL Status</u> section. Via the instructional program above, students will be regularly assessed for whether there has been adverse result due to the re-identification process.			
8.	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? See #6 above.			
9.	How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment? See #6 above.			

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

Chart	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress.*

*Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

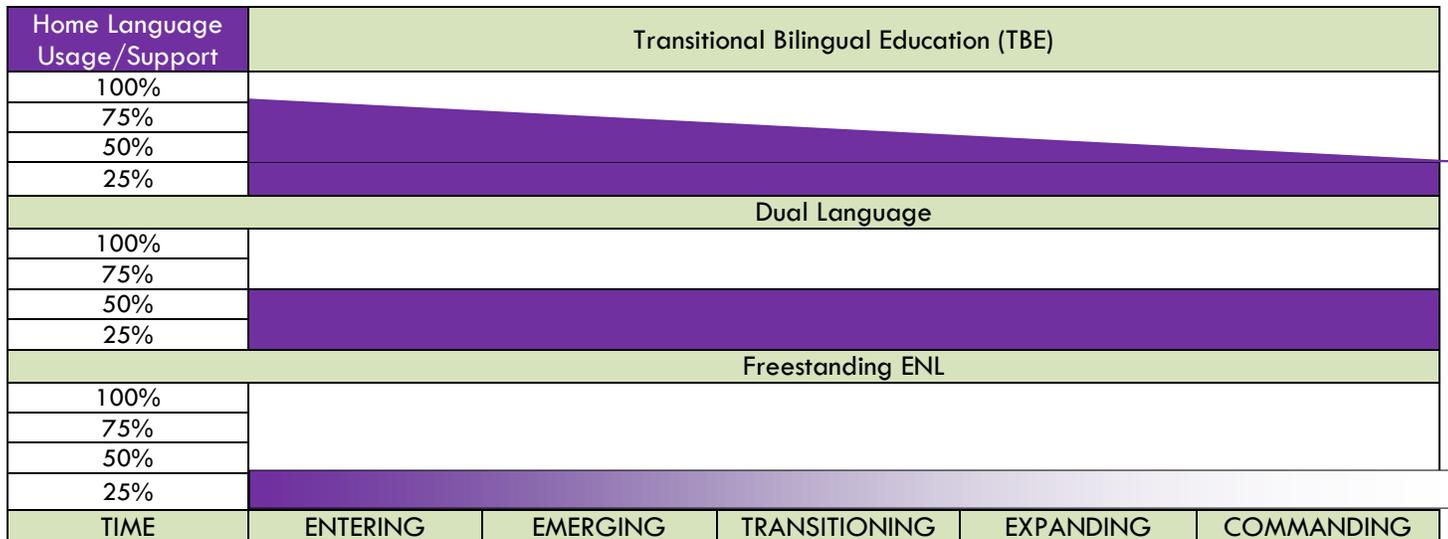


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Our intervention center is called the Learning Center and it provides academic support or intervention to students who need or request support of this kind. The Learning Center has a well-equipped, quiet work location with staff assistance available as needed in a variety of formats, which are discussed below. The Learning Center provides an array of services that are fluid and flexible depending upon students' needs. The Learning Center works in partnerships with parents, students, and teachers in a consultative role and as a service provider. Services available at The Learning Center include:
- Study groups: Small group classes (less than 8 students) that support struggling students, and give them time to complete their assignments.
  - A menu of tutoring options – Regents testing, current coursework, study skills, organizational issues
  - Lunchtime tutoring
  - Academic Counseling:
  - Support with ongoing coursework
- The Learning Center has a bank of computers and a printer station for students' use. In addition, textbooks from all academic classes are available here, as well as reference books for the Regents tests, college admissions, an assortment of reference books and literature, as well as teacher resources. Students and staff also have access to tools, school supplies and some art supplies. Who comprises The Learning Center staff?
- The Learning Center full-time staff is made up of Learning Specialists who each focus on another level of the school and who also coordinate tutoring at lunchtime and during 7th period.
- In addition, PPAS recruits tutors from a variety of sources to help support TLC teachers
- America Reads Tutors: College students from NYU and Fordham University participating in Federal work-study program.
  - Community Tutors: Adults from local community organizations (such as the JCC) who volunteer their time here at PPAS.
  - Peer tutors: High-achieving 10-12 grade students earn transcript credit for helping other students during Lunchtime tutoring.
- Translated materials are available in our Learning Center and through our tutoring program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program helps support ELLs by providing specific, targeted instruction in the four modalities, while also supporting ELLs with their regular academic classes. Where we seem to need improvement with our one, current long term ELL, is helping her to pass the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
- Our ESL teacher has established both targeting learning goals and assessment goals that will inform on going assessment and necessary modifications to meet those goals.
13. What programs/services for ELLs will be discontinued and why?
- None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have the same access to all services as all other students. They are all enrolled in performing arts programs after the academic day ends and they are encouraged to attend shows and concerts as all students are. They are included in all outreach to attend dances and other school events and are surveyed and along with the rest of the student body when it is time to do programming preference sheets and other academic advising.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- We have a growing library of books in Chinese and some movies with Chinese subtitles. We have ESL textbooks and workbooks and books on tape. We have ordered NYSESLAT test prep books. We use google docs to share tutoring and instructional materials (such as translated powerpoints) with the ELL subgroup.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Chinese and Spanish language support is available through tutors and content area teachers (when possible) to aid students in their native language skills in the ESL program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All of our school's support services and resources are age and grade appropriate, as we have materials and services for students ages 11-17.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Because the bulk of our school's ESL population is part of the Juilliard pre-college program, we have a unique opportunity to partner with them and offer these newly enrolled students an orientation to PPAS, the NYC DOE and our policies and procedures. We give them a tour, go over our PPAS handbook and take questions about the ESL and regular program.

19. What language electives are offered to ELLs?

Elective language classes in Spanish are offered to ELL students if their programs allow for it.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
1 and 2.  
DAY ONE: Learning Walks  
Introduction: Teachers read “ Learning to Walk, Walking to Learn” by Richard Lemons and Deborah Hesling with the following questions in mind:
  - What can I learn from being observed?
  - What can I learn from being an observer?Activity: Teachers will view a 15 minute film of a first year teacher delivering a lesson. Groups of 3 will then practice providing feedback as if the teacher was with them, while other teachers observe the meeting. We will debrief then another group will model the feedback meeting, cycling through so that all participants have a chance to model the feedback session and debrief.  
Rationale: The core of our PD will be Learning Walks and we want understanding of the practice and protocols, and to give teachers an opportunity to experience and question the process.  
DAY TWO: Looking at Student Work Together  
Introduction: Teachers are given book Looking at Student Work Together and asked to read chapter 2, “Two Ways of Looking at Student Work Together.  
Activity: Teachers will work in groups of five that receive portfolios of sample student work and will practice the protocols described in the book.  
Rationale: Our central organizational development is the work of teacher teams meeting to assess student work and plan lessons and instructional strategies based on the needs expressed in the work. Practicing the prescribed protocols is not to require them, but rather to encourage deep analysis of how we translate assessments to classroom practice.  
DAY THREE: The Differentiated Classroom  
Introduction: All teachers will receive a copy of Ann Tomlison’s Differentiated Instruction.  
Activity: Teachers will work in pairs to deconstruct a sample lesson plan provided to them and rebuild it for a class with a group of ELLs, emerging bi-lingual and monolinguals as well as students with learning disabilities.  
Rationale: Core to our school is the diverse classroom, specifically the groups above. We appreciate the challenge in planning for such classes, encourage the practice, and recognize the important of developing teachers in this area.  
DAY FOUR: Teaching English Language Learners  
Introduction: All teachers will receive a copy of Teaching English Language Learners Across the Content Areas.  
Activity: Working in cross-subject teams of three, teachers will use the book and the work of the previous three days to plan a lesson in each subject area with a keen eye on how ELLs will be able to learn the topic.  
Rationale: All teachers will have classes that are at least partly enrolled by ELL students. The objective is to build skill in this essential area before the school year begins.  
DAY FIVE: NON-COGNITIVE SKILLS  
Introduction: Teachers will read section 2.2 – 2.8 of How Children Succeed.  
Activity: Teachers will be given two incomplete rubrics that measure empathy and engagement. They will discuss their expectations of how students will engage and interact with others and complete the rubrics by filling in indicators for headings, “approaches,” “meets,” and “exceeds.”  
Rationale: We want the teachers to engage in deep thinking about our core values and how they envision these values practiced in their classrooms.  
3. Our staff receives training in transition for our students and we have a special program called Freshmen Forum that helps our 9th graders transition into high school in general and PPAS in particular.  
4. This training takes place largely on Day 4 of the above plan with supplemental activities scheduled in the weeks afterwards for follow up.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
See above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
See above
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
See above

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
1. We have a very active parent community who are part of our school leadership team (SLT) and who attend PTA meetings. They participate in fundraising activities, attend many school events (such as shows), and volunteer to help at events like auditions. Parents of ELLs are invited to a yearly "coffee break" to come in a discuss our school, any questions they might have, or the ESL program. We also invite them to participate in our International Day. Whenever possible, we invite them as guest speakers for history/social studies classes.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Classroom visits, parent conferences.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
2. The Juilliard pre-college program provides students with supervision and additional support. They sometimes act as advocates and/or liasions between families and students and the school. Our partnership with ELS is based around the provision of voluntary additional ESL instruction when ELL students or their families request it.
5. How do you evaluate the needs of the parents?  
Discussion at conferences and this year we are implementing and ELL service questionnaire .
6. How do your parental involvement activities address the needs of the parents?  
The design of all parent involvement is founded on the idea of hearing and responding to parent need.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.  
With such a small number of ELL students we are able to give intense focus to our ELL students and parents regarding quality instruction, student assesement and need and parent need.

## Part VI: LAP Assurances

School Name: <b>Professional Performing Arts S</b>		School DBN: <b>02M408</b>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Keith Ryan	Principal		
Heather Lawrence	Assistant Principal		
Teresa Gindi	Parent Coordinator		
Jesse Perlemutter	ENL/Bilingual Teacher		
	Parent		
Bridget Kiernan	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Caitlin Kelly	School Counselor		
Marisol Bradbury	Superintendent		
Maria Broughton	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 02M408**      **School Name: Professional Performing Arts School**  
**Superintendent:**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

School documents are available in the appropriate languages. We know a parent's native language by using ATS, the emergency cards and the HLIS. When parents and/or guests are greeted in the main office, it is quickly determined what language they speak. Translators are available for Chinese and Korean speakers as needed. If a parent speaks another language, we will actively recruit a translator within the school building or through the DOE translation unit.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Generally there are no serious needs as the overwhelming amount of our parents speak either English, Spanish or Chinese. We have signs posted in various languages outside and inside of the main office to increase the awareness of the different translation services available

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Many of the written documents that need to be translated are available via the Department of Education website. When students and parents are interviewed at intake an immediate assessment is determined as to what language documents is needed. We have also reached out to the Department of Education's office of translation services. We sometimes use in-house staff or parent/other volunteers to translate documents and announcements.

The school will provide written translation services by

- 1) assessing the need for translation
- 2) assessing the language of translation
- 3) adopting DOE policy in order to access all available provided translation services via our counseling office supervised by the AP of organization.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Oral interpretation services are usually provided in-house. If translation for another language is needed, one of the school's Assistant Principals is responsible for securing the services outside of the school in a timely fashion. The Board of Education's office of Translation Services recommends a specific vendor. They need to be contacted about 2 weeks before oral translators are needed (i.e. Parent teacher conferences)

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All students and parents are assessed during the intake process to ascertain the language parents feel comfortable in communicating in. Documents are available and accessible in several languages via the school and through the DOE website. If a translator is not available immediately, the Assistant Principal has the responsibility to secure a translator either within the building or through the translation unit of the DOE

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

See above.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Full staff training provided by the LAC

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

See above.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We are implementing an ELL parent questionnaire that will include translation services issues.