

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M442

School Name:

BALLET TECH, NYC PUBLIC SCHOOL FOR DANCE

Principal:

ROY ONEILL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Ballet Tech / NYC Public School for Dance School Number (DBN): 02M442

Grades Served: 4th – 8th

School Address: 890 Broadway, 7th Floor

Phone Number: 212-254-1803 Fax: _____

School Contact Person: Roy O’Neill Email Address: Roneill2@schools.nyc.gov

Principal: Roy O’Neill

UFT Chapter Leader: Sherri Montgomery

Parents’ Association President: Anne Gregorio

SLT Chairperson: Cari Sobolewski

Title I Parent Representative (or Parent Advisory Council Chairperson): Lina Park

Student Representative(s): N/A

N/A

District Information

District: 02 Superintendent: Bonnie Laboy

Superintendent’s Office Address: 333 Seventh Ave, #712 New York, NY 10001

Superintendent’s Email Address: Blaboy@schools.nyc.gov

Phone Number: 212-356-3815 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu

Director’s Office Address: 333 Seventh Avenue, 8th Floor, # 834, New York, NY 10001

Director’s Email Address: Ychu@schools.nyc.gov

Phone Number: 646-470--0721 Fax: 917-339-1765

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)
Roy O’Neill	*Principal or Designee	
Michael Greene	*UFT Chapter Leader or Designee	
Anne Gregorio	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	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>	
Joe Gregorio	CBO Representative, if applicable	
Cari Sobolewski	Member/ UFT	
Jeannie Herlihy	Member/UFT	
Hassim Mohammed	Member/ UFT	
Cindy Eng	Member/ Parent	
Lina Park	Member/Parent	
Teresa Mitchell	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

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.

At Ballet Tech we believe children learn best by constructing knowledge in a teacher facilitated environment. For students to grow, teachers must know their students academically, socially, emotionally, and support their growth from that position. We believe students learn best in a safe, supportive, collaborative environment with a coherent curriculum based on the Common Core standards.

Key features of our beliefs include:

- **Students engaged in both short and long term learning targets.**
- **Student centered lessons.**
- **Students learning through academic discussions / questioning.**
- **Frequent formative assessments driving instruction.**
- **Students revising work based upon self-assessment along with peer and /or teacher feedback.**

Our mission is to ensure that every student graduates from our school prepared to continue on their path toward attending college as a critically thinking adult. Our collaboration with Ballet Tech Foundation is designed to ensure that our students not only have exceptional academic opportunities, but also have access to a program that trains them in classical dance and sets them on a path toward a professional career as a dancer.

Our partnership with the non-profit Ballet Tech Foundation enables Ballet Tech / NYC Public School for Dance to integrate an academic education with pre-professional ballet training. With both academic classrooms and dance studios on-site, students are able to take a rigorous schedule of dance classes as part of the regular school day. In addition to providing the rigorous training necessary to be on a path to a professional career, Ballet Tech Foundation provides opportunities for students to perform in professional settings. Ballet Tech's student performance troupe, Kids Dance prepares students for professional work experiences. In June 2013 and 2014, Kids Dance presented six performances at the Joyce Theater. Based on their Joyce appearances, Kids Dance was invited to participate in the Public Theater's Shakespeare in the Park presentation of *The Tempest* in Central Park. For three performances, 24 Ballet Tech School students performed the first movement of *Meshugana Dance* and the girls dance from *Upside D V NDE*. Kids Dance will return to the Joyce once again, June 2015 and Mr. Feld is creating a new ballet just for the occasion.

Whether or not they become professional dancers, Ballet Tech's students are poised for success. The rigorous academic and dance training fosters all the academic behaviors we strive to develop in our young learners: perseverance, self-reflection/regulation, strong work habits, and collaboration.

This year our school has made progress in key areas of the Framework for Great Schools. We have strengthened our family ties by improving our parent teacher conferences. In previous years there was no expectation that students should attend the conference with their parents; consequently, not all students attended. This year we introduced student led conferences. Teachers were provided with professional development to learn how other schools

developed student led conferences. For both fall and Spring Conferences we had over 90% attendance for conferences that included:

- Students attending with their parent
- Students prepared to speak about specific learning targets achieved (evidenced in student work)
- Students prepared to acknowledge next steps in learning.

Parent feedback was very positive and many commented on how nice it was to hear their child's voice during the conferences. Teachers surveyed reported that the parents were much less focused on grades and more focused on their child's work and future academic goals. While we clearly improved our conferences, we plan to make even more improvements next year: more opportunity for students to practice presenting their work, more structured reflection / goal setting sheets for students, so that students can lead the conference while teachers provide support.

This year we also strengthened how our teachers collaborate. We were able to work together to develop school-wide cycles of learning: Student led conferences / book study of Carol Dweck's, Mindset / Engaging students in learning. We also were able to have some small group and individualized professional development opportunities for our teachers enabling them to collaborate with teachers from other schools. Our math teacher worked with math teachers from School for Global Leaders to strengthen practice around small group instruction.

As we work to strengthen all areas of the Framework for Great Schools our key foci will be around Rigorous Instruction and Strong Family / Community Ties.

- Ensuring rigorous instruction in writing for all students
- Ensuring strong family / community ties with more school events to support families as they support their child's learning

02M442 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	04,05, 06,07, 08	Total Enrollment	150	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	N/A	# Drama
# Foreign Language	3	# Dance	3	# CTE
School Composition (2013-14)				
% Title I Population	1.3%	% Attendance Rate		95.5%
% Free Lunch	47.7%	% Reduced Lunch		14.1%
% Limited English Proficient	1.3%	% Students with Disabilities		2.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		26.8%
% Hispanic or Latino	18.1%	% Asian or Native Hawaiian/Pacific Islander		39.6%
% White	12.8%	% Multi-Racial		1.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	58.2%	Mathematics Performance at levels 3 & 4		76.7%
Science Performance at levels 3 & 4 (4th Grade)	95.3%	Science Performance at levels 3 & 4 (8th Grade)		100.0 %
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
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		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES			
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	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			
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	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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	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			

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.

This year we administered baseline and benchmark writing assessments to measure our students progress on key writing standards:

- Introduction of topic based on task/purpose of writing.
- Development of topic with relevant facts or details from text.

After analyzing baseline and benchmark assessments, 82% of students showed growth in these standards. While we have not yet received scores from the NYS ELA Tests, we will use the item analysis, when it arrives, to fine tune our analysis.

Struggling students were provided after school intervention to strengthen writing by engaging in multiple opportunities to respond to reading with brief writing tasks. In these small group settings teachers provided students with explicit instruction around revising drafts to produce more clear writing samples. All students in these intervention programs showed progress as measured on teacher created benchmark writing samples in the key writing standards mentioned above.

While our students have shown progress in establishing a topic based on task/purpose of writing and developing the topic with relevant fact or details from the text, we are concerned about how we are evaluating student writing. After surveying teachers and analyzing student work, we realize that we need to strengthen our school-wide consensus of what quality writing looks like at each grade level. Also, we need to have school-wide rubrics to evaluate each type of writing (argument, narrative, and informational). In addition, students have not had enough time to go through the writing process (prewriting, drafting, revising, editing, and publishing) with rigorous instruction to support each step in the process.

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.

By June 2016, all grades will average at least a 3.0 score on the essay questions of the State ELA Test as measured on the NYS ELA item analysis. Teachers will develop **rigorous writing instruction** by

- Creating normed writing expectations based on CCSS.
- Adopting or Adapting assessments to ensure students are held to the CCSS across all grade levels.
- Providing more opportunities for students to develop writing skills through self- assessment and frequent writing practice that includes all aspects of the writing process (prewriting, drafting, revising, editing, and publishing).

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher team will attend Professional Development series at Teachers College to strengthen teachers’ content knowledge around writing instruction. Teacher teams will work together to evaluate Expeditionary Learning writing assessments and Lucy Calkins, <u>Pathways</u> to ensure we have a shared understanding of what grade level writing looks like at each grade. Grade leveled benchmark texts will be agreed upon for each type of writing (informational, argument, and narrative) Teams will also analyze current writing rubrics in order to develop a school wide rubric for evaluating writing at our school.</p>	<p>Administration and all ELA teachers.</p>	<p>July – August 2015</p>	<p>Principal</p>
<p>ELA teacher teams will meet weekly to refine writing units of study to ensure that assessments are:</p> <ul style="list-style-type: none"> • aligned to CCLS • and provide students opportunities to choose writing topics and engage in the writing process of (prewriting, drafting, revising, editing, and publishing) <p>Teacher teams will also analyze student work to ensure that instruction is tailored to meet students at their current level of ability and lift their level from that position.</p> <p>School leaders will provide Professional Learning opportunities to support teachers as they strengthen writing instruction by</p>	<p>All ELA teachers</p>	<p>Unit #1 Aug - Oct 2015</p> <p>Unit #2 Nov. – Dec. 2015</p> <p>Unit #3 Jan-Feb. 2016</p> <p>Unit #4 March – April 2016</p>	<p>Teacher and School leaders</p>

<ul style="list-style-type: none"> • improving formative assessments • developing effective writing conferences with students • developing effective feedback loops for writers (self, peer, teacher) 			
<p>Special Education and ESL Teachers will attend weekly grade level meetings to collaborate with ELA teachers and develop strategies to support all struggling students in the class.</p> <p>As units and lessons are revised supports will be part of the design process and integrated into both unit and lesson.</p>	Special Ed. teachers, ESL teachers, and ELA teachers	Sept - June	Teacher leader
Parent coordinator, ELA teachers, and school administration will collaborate to create a parent workshop to share school wide writing expectations, provide samples of grade level work, and help parents develop strategies to support their child’s learning at home.	Parent coordinator, ELA teachers, parents	September - October 2015	Parent Coordinator

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.										
<ul style="list-style-type: none"> • FSF will be used for per session for teachers to attend PD around writing instruction • Teacher schedule will modified to include more time for writing instruction • FSF will be used to fund after school tutorial for our most struggling writers • SLT will collaborate with PTA to fund parent workshop to support student writing at home. 										
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 st Century Grant		SIG/SIF	X	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.
<ul style="list-style-type: none"> • Following each of the units of study (Nov. 2015 / Jan. 2016/ April 2016) students will take a benchmark assessment that will measure the progress made since the baseline on demand assessment. <p>January 2016, teachers will administer an on demand assessment to measure students’ skill at writing to a prompt. This assessment will simulate the State ELA essay question, serve as a benchmark assessment, and provide next steps for writing instruction.</p>
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.

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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <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.

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 st 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>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <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.

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 st 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 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

- 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.
- 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–Effective School Leadership. 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>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <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.

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 st 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 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.

In many ways we have very strong family and community ties. For example, we have a large turnout for our parent teacher conferences in both the fall and spring (over 90%). Many families also attend our open school week to visit both dance and academic classes. Nearly all aspects of the parent questions on the school survey rank in the 90% positive comments.

One area on the school survey that has a low number in the parent section is around the question: How many times have you been invited to an event at your child’s school, (24% answered 5 or more and 48% answered 3-4). In addition, when we do have family workshops there is very low attendance, around 40% of our goal. Based on parent surveys and SLT meetings, parents would like more workshops around specific student/ child needs. We are not yet providing families with the workshop topics that interest them and meet their needs.

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.

By June 2016, the SLT and PTA board will collaborate to develop and conduct a series of family workshops designed to engage families directly with strengthening student learning as measured by the creation of four new family workshops and an increase in the “parent involvement” score from 35 to 50 minimum on the Framework for Great Schools Report 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>PTA board, Parent Coordinator, and Principal will collaborate to survey parent interests for upcoming workshops. We will ask questions to learn what areas parents would like support with as they become more engaged / involved in their child’s learning. In addition, we will gather resources that we can provide our parents to help them support their child’s academic, social, and emotional learning.</p>	<p>All Parents</p>	<p>July – Sept 2015</p>	<p>PTA Board, Parent Coordinator, Principal</p>
<p>Develop and conduct four workshops: Based on our parent survey, students’ needs, and resources available we will create two workshops that will engage parents with their child’s learning. To successfully accomplish this we will:</p> <ul style="list-style-type: none"> • Enlist support from teachers to facilitate workshops • Advertise to parents to get maximum attendance • Engage parents during workshop with hands on, fun activities that will build skills that will help them support their child. • At the end of the workshop we will survey parents to measure effectiveness. 	<p>All parents</p>	<p>Sept – June 2016</p>	<p>Parent Coordinator</p>
<p>To ensure that all parents have access we will work with our community to provide translation services to parents who need that support. We will also tailor some of each workshop around our most struggling students and how parents might support them at home.</p>	<p>Parents in need of translation</p>	<p>Sept – June 2016</p>	<p>Parent Coordinator, teachers</p>
<p>We will reach out to our community for additional support we may need. Local experts will be used to address issues beyond our school level expertise (nutritional experts, adolescent behavior experts...etc)</p>	<p>All parents</p>	<p>Sept – June 2016</p>	<p>Outside experts Parent Coordinator</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.

- Teachers will use Tuesday parent engagement time to plan workshops.
- Administration will create schedule that allows teachers to use Tuesday parent engagement time to conduct workshops for parents.
- SLT will work with PTA to fund outside resources (speakers, facilitators) to conduct workshops if outside school level expertise.

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 st Century Grant		SIG/SIF	X	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.

By February 2016, three of the four workshops will be conducted. Attendance goals will be met or exceeded for each workshop.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring below grade level on the NYS ELA Test, Fauntas and Pinnel reading assessment, and teacher made baseline writing assessments will receive AIS.	Balanced literay focusing on guided reading in small groups. Words Their Way and Upper Grade Phonics by Patricia Cunningham will be used to develop word study activities.	Small group and one-to-one instruction will be used to provide services.	Services will be provided both during and after school.
Mathematics	Students scoring below grade level on the NYS Mathematics assessments and teacher made baseline assessments will receive AIS	Go Math and CMP 3 RTI resources are used to provide supplementary instruction.	Small group and one-to-one instruction will be used to provide services	Services will be provided both during and after school
Science	Students scoring below teacher made baseline assessments will receive AIS	After school tutorial will give students opportunities to learn content in small group instruction. Vocabulary development and guided content area reading will be the focus of this program. Teachers will use core curriculum materials to reteach and leveled trade books to differentiate instruction	Small group and one-to-one instruction will be used to provide services	Services will be provided both during and after school
Social Studies	Students scoring below teacher made baseline assessments will receive AIS	Students will work in small groups after school to develop academic vocabulary	Small group and one-to-one instruction will be	Services will be provided both during and after school

		and learn content through guided and independent reading activities .	used to provide services	
At-risk services (<i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Students at risk will be identified through teacher referral, and administrations monitoring of attendance and performance levels.	Guidance counselor and teacher advisors will provide both individual and small group guidance / counseling.	Small group and one-to-one instruction will be used to provide services	Services will be provided both during and after school

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

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 codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 2	Borough Manhattan	School Number 242
School Name BALLET TECH		

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 Roy O'Neill	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Melissa Dubizh	School Counselor Jennifer Alberti
Teacher/Subject Area Michelle Lum/ELA	Parent Alice Lau
Teacher/Subject Area type here	Parent Coordinator Elsie Aponte
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Bonnie Laboy	Other (Name and Title) type here

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	0
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	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	158	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (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	
TBE										0
DL										0
ENL							0	0		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	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
TOTAL	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: _____
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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														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						0
TOTAL	0													

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
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)				2				1						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					4	5			2					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				
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.
 Ballet Tech uses the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once in the fall and once in the spring to find out students' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from T to V. This information informs the instructional plan of the ELA and ESL teachers as they teach to the student's zone of proximal development (Vygotsky, 1978), as well as build libraries that are appropriate to students' levels. Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NOT APPLICABLE . Those students receiving ENL services have all reached a Commanding level of proficiency on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The implications for the school's LAP and instruction are derived from the strengths and weaknesses on the NYSESLAT and other assessments (State ELA and Math tests, Performance Based Assessment Exams, teacher designed assessments, and informal observations). Based on these patterns, Ballet Tech continues to strongly target development of writing skills across the grades and content areas, creating opportunities for active meaningful engagement. At times ELLs are pulled out to give them additional support in terms of grammar and mechanics, while other times the ENL teacher pushes in to the content areas classes to scaffold and address individual needs. After school classes provide further opportunities for ELLs to develop writing and reading skills by providing support in small groups. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.
- 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?

Data from the ELL Periodic Assessment is consistent with results from the NYSESLAT, students need additional support in reading and writing. During the school year, the ENL teacher encourages the use of the home language orally for clarification and expansion of ideas in order to scaffold vocabulary that might be necessary for reading comprehension and expressive writing.

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

Based on NYSESLAT and ELA data the foundation of RtI for ELLs is Tier 1, expanding students' existing competencies to support literacy learning and content knowledge. Core instruction focuses on language and literacy development especially to support reading and writing competencies. The ENL teacher employs strategies such as building on background knowledge and frontloading vocabulary which promotes written language development during the instructional core. Intensive, targeted intervention, Tiers 2 and 3, are informed by progress monitoring data, including the Fountas and Pinnell System to assess early literacy skills, the Periodic Assessment Exam for ELLs given in the fall and spring, the NYC Performance Assessment in ELA and other assessments designed and administered by the ENL teacher.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Bilingual dictionaries and/or glossaries are provided when deemed appropriate.

7. For dual language programs, answer the following:

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

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our ELLs is quantitatively measured by various progress monitoring data, including the Fountas and Pinnell System which includes running records that are conducted in the fall and spring to monitor students' reading levels, the Periodic Assessment Exam for ELLs, (also given in the fall and spring) and students' NYSESLAT scores at the end of the school year. The overall goal is to have ELLs attain a proficient score of Commanding on the NYSESLAT and exit ENL the following year. Growth is also measured when ELLs move up a proficiency level, from Entering to Emerging, Emerging to Transitioning, and Transitioning to Expanding and Expanding to Commanding. In addition, success of our ELLs is assessed on a continual basis through individual writing portfolios that are kept and reviewed by the ENL teacher throughout the year.

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.

When a student is admitted into the NYC public school system, parents/guardians of those students must complete a Home Language Identification Survey (HLIS) to help identify those students with limited English language proficiency. During the intake process, the ENL teacher assists parents/guardians in the home language with the survey and at that time, an informal oral interview is also conducted with both the parent and student by the ENL teacher who speaks Spanish, French, Portuguese, and Italian. If the pedagogue conducting the interview is not proficient in the home language of the student or parent/guardian, a qualified interpreter of the language the student or parent/guardian best understands is employed. This interview consists of brief, basic questions that give information about the student's interpersonal oral skills in English. Once potential ELLs are identified, the New York State Identification Test for English Language Learners (NYSITELL) is administered by the ENL teacher to the student within the first 10 days of enrollment, in order to identify the student as an English Language Learner (ELL) or English Proficient (EP).

All new students whose HLIS responses indicate a home language of Spanish and are identified as ELLs based on NYSITELL results, must be administered the Spanish LAB at the time of enrollment during the same 10-day testing window. In addition, at the time of completion of the HLIS when the level of prior schooling is determined, if the newly identified ELL is two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arriving in the United States, (or if a student has attended schools in the United States for less than twelve months), a SIFE questionnaire is administered. For those students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is also administered.

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).

At the time of completion of the HLIS when the level of prior schooling is determined, if a student is two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arriving in the United States, (or if a student has attended schools in the United States for less than twelve months), a SIFE questionnaire is administered. If prior student work is available in reading, writing, and mathematics in either English or the home language, it is reviewed by the ENL teacher. Otherwise, age- and grade appropriate informal, culturally sensitive, school based assessments are used. For those students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is also administered. The determination of SIFE status must be entered in ATS within 30 days of initial enrollment as indicated in the BNDC screen.

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).

To determine NYSITELL eligibility when a new student comes with an IEP from within the United States, a Language Proficiency Team must determine whether the student should take the NYSITELL. The LPT is comprised of the ENL teacher, the student's parent/guardian, the Special Education coordinator and a school administrator. Together, they evaluate the English language development of the student by reviewing the HLIS and the individual evaluation of the student that conforms to CR Part 200.4(b)(6) including assessments administered in the student's home language. In addition, they use the appendix of the English Language Learner Policy and Reference Guide (ELPG) and together with information provided by the Committee on Special Education (CSE), determine the extent to which the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English.

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.

Within 5 school days of ELL determination, families of newly identified ELLs are provided with either an entitlement, non-entitlement letter or continued entitlement letter in the parents'/guardians' preferred language. Included in this letter is the parent's right to appeal within 45 days. These are sent through the mail and a copy is put in the both the student's cumulative record folder and in a file for each student by class/grade in a binder in a central location. Paste response to question here:

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).

Within 5 days of ELL determination, the ENL teacher sends out the parents notification letters by mail where the right to appeal the decision within 45 days is explicitly stated. The ELL Re-identification Process is also explained by the ENL teacher in greater detail to the parents/guardians who attend a Family Orientation Meeting.

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.

Through the entitlement letter, parents/guardians of newly identified ELLs are invited to a Family Orientation Meeting within 10 days of enrollment, where the ENL teacher introduces them to the three English-language program choices offered in the NYC public schools: Transitional Bilingual English (TBE), Dual Language and Freestanding ESL (English as a Second Language). They also view the Family Orientation video in their preferred language and complete the Parent/Guardian Choice Survey and Program Selection forms which are immediately collected. If a form is not returned, the default placement is in a bilingual 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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Survey and Program Selection forms are collected from all parents/guardians by the ENL teacher when they attend the Family Orientation Meeting. If parents/guardians do not select an English-language program for their children, the student is counted toward the minimum thresholds established by NYSED's CR Part 154.2 which requires the opening of a bilingual program. These choices are periodically monitored through ATS and when the above thresholds are met, the ENL teacher calls the parents/guardians to verify if their program choice of a bilingual program is still preferred.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If a parent/guardian has not completed and returned the Parent Survey and Program Selection forms and/or not chosen a specific ELL program within 5 school calendar days of ELL determination, the ENL teacher places the student in Freestanding ESL.

9. Describe how your school ensures that placement parent notification letters are distributed.

Within 5 days of ELL determination all parent notification letters are sent in the mail to parents/guardians in their preferred language. Copies are placed in the student's cumulative record folder and a copy is kept on file for each student by class/grade in a binder in a central location.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original ELL documentation, (HLIS, the Parent Survey and Program Selection forms, program placement letters, non-entitlement, entitlement and continuing entitlement letters) are retained in an ELL Binder of Critical Documents and placed in the main office. Copies are also placed in the student's cumulative record folder.

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.
Annually, a testing calendar is established for each section of the NYSESLAT, including the date, time and location that each particular section of the test will be administered. The ENL teacher confirms with the RLER report on ATS the names of those ELLs who must be administered the NYSESLAT in advance.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher is responsible for making sure that continued entitlement and transitional support parent notification letters are sent to parents/guardians by mail.
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 program model offered by the Ballet Tech is aligned with the parent/guardian requests. The ENL teacher closely monitors the Parent/Guardian Survey and Program Selection forms and if 15 or more parents/guardians of ELLs in 2 consecutive grades opt for Transitional Bilingual Education or Dual Language, a bilingual program or Dual Language program would be created to comply with parents/guardians requests.

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.
The ENL program at Ballet Tech is a program that includes integrated and stand alone components. As mandated in the New York State CR Part 154.2, Entering ELLs are provided with 360 minutes of instruction every week consisting of 180 minutes of integrated ENL and 180 minutes of stand-alone ENL. Emerging ELLs are also provided with 360 minutes of instruction every week, but with 225 minutes of integrated ENL and 135 minutes of stand-alone ENL. Transitioning ELLs are provided with 180 minutes of instruction divided equally into 90 minutes of integrated ENL and 90 minutes of stand-alone ENL. Expanding ELLs are provided with 180 minutes per week of integrated ENL instruction. Finally, Commanding ELLs are provided with 90 minutes per week of integrated ENL instruction. Scholars are placed in a group based on their most recent NYSITELL or NYSESLAT scores. The integrated component allows the ENL teacher to push in to one of the content areas and address scholars' different learning styles by differentiating instruction. Within the Integrated component of ENL, students are grouped heterogeneously in content-area classes and co-taught by an ENL teacher and a content-area teacher. During these periods English skills are built through content-area instruction focusing on the implementation of ENL strategies that enable ELLs to access the core curriculum more successfully.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
As mandated in the New York State CR Part 154.2, Entering ELLs are provided with 360 minutes of instruction every week consisting of 180 minutes of integrated ENL and 180 minutes of stand-alone ENL. Emerging ELLs are also provided with 360 minutes of instruction every week, but with 225 minutes of integrated ENL and 135 minutes of stand-alone ENL. Transitioning ELLs are provided with 180 minutes of instruction divided equally into 90 minutes of integrated ENL and 90 minutes of stand-alone ENL. Expanding ELLs are provided with 180 minutes per week of integrated ENL instruction. Finally, Commanding ELLs are provided with 90 minutes per week of integrated ENL instruction.

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.

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

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

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

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

The Spanish LAB gives initial information about a student's literacy level in their home language of Spanish.

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

The NYSESLAT exam in the spring gives an initial indication of our ELLs' strengths and weaknesses in the four modalities of English acquisition: Listening, Speaking, Reading and Writing. Growth in each of the four modalities is also measured throughout the year through the NYC Pearson Periodic Assessment for English Language Learners which is administered twice, in the fall and early spring. In addition, informal assessments are administered throughout the year which focus on each modality. One example of these is a debate that ELLs are required to participate in which isolates Speaking and Listening abilities. Another example is a timed in-class essay which evaluates writing to a prompt.

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
- a. Scholars with interrupted formal education (SIFE) and ELLs identified as having special needs receive additional instructional time before school, as well as targeted instruction in the afterschool program as identified in their Personal Intervention Plans (PIP).
 - b. Newcomers (ELLs who have been in US schools less than 3 years) receive intensive targeted instruction in the 4 modalities, reading, writing, speaking and listening, in small group settings. This targeted instruction insures that ELLs quickly achieve the state-designated grade-level of English language proficiency.
 - c. ELLs receiving service for 4 to 6 years who are in danger of becoming long term ELLs receive appropriate RtI Tier 1 intervention and if necessary, (for those ELLs who are not showing sufficient progress on the skills and/or competencies measured), RtI Tier 2, intensive, targeted intervention.
 - d. The goal for Long Term ELLs who have completed 6 or more years of ENL instruction is to attain English language proficiency by the end of the school year. These ELLs have agility with social interactional English while lacking the advanced

linguistic knowledge and skills required by complex secondary coursework. Instruction overall is driven by the students' NYSESLAT scores which indicate individual strengths and weaknesses according to the 4 aforementioned modalities. To accomplish this, the ENL teacher uses NYSESLAT test prep curriculum throughout the year to prepare these students for the NYSESLAT exam in the spring of 2016.

e. When ELLs reach Commanding levels of proficiency on the NYSESLAT, they continue to receive 90 minutes of integrated ENL instruction for up to two years after exiting ELL status. They also receive ENL mandated NYS testing modifications for these two additional years. These testing accommodations include time extension, a separate location, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language. Individual support plans are also created in conjunction with content area teachers as needed to assist in ELA, Math and other content areas.

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 [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months from the date of the superintendent's notification to the principal, the parent/guardian and the student of the re-identification of the student as an ELL or non-ELL status, the ENL teacher, who has managed the initial and re-identification process, reviews the decision with the principal. After consulting with the parent/guardian and the student, if the principal believes that the student may have been adversely affected, additional support services must be provided to the student. The principal can also choose to reverse the determination in consultation with the superintendent or the superintendent's designees within this same 6-to12 month period.

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?

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

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

Some of the materials that teachers of ELL-SWDs use includes but is not limited to Mind Institute's "Spatial-Temporal (ST) Math" program software, Region13 ELL Instructional Strategies Social Science Sheets and National Geographic Kids magazine.

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?

Ballet Tech does not presently have any ELL-SWDs. In the case that new ELLs are enrolled who are SWDs, the following flexibility is used to ensure that IEP goals and English proficiency are attained:

- Grade level meetings that involve both General Education and Special Education
- Regular collaboration between the ENL teacher and the IEP Team
- Additional instructional time after school in the Roads to Success Program
- Targeted instruction in decoding and reading comprehension skills using the Wilson "Just Words" program

Chart

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.

ENGLISH PROFICIENCY LEVEL	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 Dually 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.

Chart

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

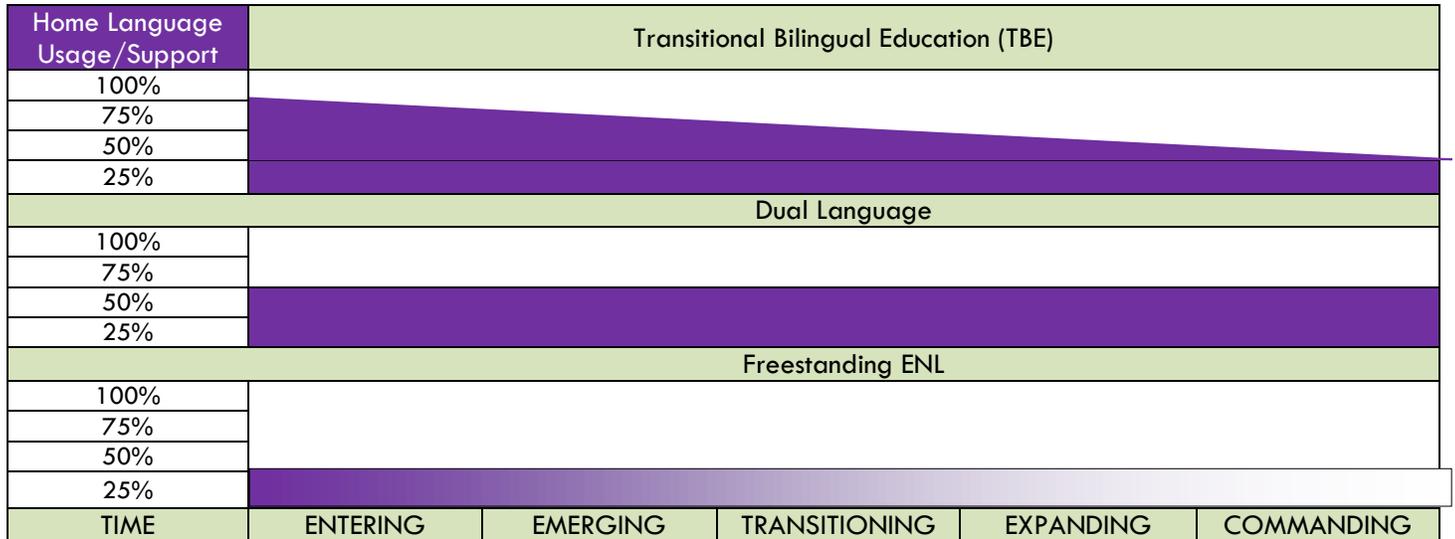


*Note “other approved services” does not apply to New York City at this time.

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.
- Targeted intervention programs are set up for students, including ELLs, who have received a 1 or a 2 on the NYS ELA and/or Math exam. In order to improve the literacy and academic skills of these students and give them the skills to perform at city and state grade level standards, content area teachers incorporate many recognized and researched based ESL instructional strategies:
- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, and metacognition.
 - Assisting students during work periods, conferring with students in and out of class, informal assessments, and running records.
 - Additional small group instruction occurs in our after school tutorial, incorporating guided reading lessons and word study running records
- In addition, our teachers consider the language needs of our ELLs by incorporating the following strategies:
- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
 - Content area teachers use a variety of instructional materials to deliver instruction in a workshop model. The balanced literacy model provides opportunities to meet the needs of our ELLs within the ELA workshop: Guided, Shared, and Independent reading and writing opportunities are offered daily and provide students with the chance to work closely with their teacher to achieve high academic standards.
 - Math teachers devote extra time in class to untangle difficult word problems, and require students to make verbal explanations of the problems they work on.
 - Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the current program that is offered at Ballet Tech can be seen most successfully in the NYSESLAT 2015 data. All ELLs in the last two years have scored at a Commanding (proficient) level and tested out of ENL status.
12. What new programs or improvements will be considered for the upcoming school year?
- At this time Ballet Tech has no new programs or improvements being considered.
13. What programs/services for ELLs will be discontinued and why?
- At this time, Ballet Tech is not planning to discontinue any programs or services for ELLs. We feel that our current programs benefit our students, and will continue to re-evaluate their effectiveness on a year to year basis at the end of each school-year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Some of the curricular activities that students, including ELLs, participate in include weekly book clubs, small-group intervention reading groups, and advisory. ELLs are also invited to participate in the Roads to Success afterschool program which offers enrichment activities such as homework help and arts education.
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.
- Some of the instructional materials used to support ELLs include, but are not limited to Mind Institute's "Spatial-Temporal (ST) Math" program software, Region 13 ELL Instructional Strategies Social Science Sheets, National Geographic Kids magazine and the English 3D Language Development Program, used with long-term ELLs, to develop academic vocabulary in reading, writing and speaking that is required for ELA, Social Studies and Science.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home language support is provided in the ENL program. The ENL teacher sometimes uses Spanish, a dominant language among ELLs, to clarify points and students are encouraged to use their home language for specific purposes, such as clarification or questioning. ELLs are also provided with materials in their native language when necessary and available and have access to bilingual dictionaries and glossaries in stand-alone ENL and integrated ENL as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Ballet Tech uses grade-leveled materials that are appropriate to students' grades and ages. In addition, graphic organizers and other visual aids that scaffold the writing process are used to support ELLs who need additional support with the writing process.

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).

- The parent coordinator oversees the incoming 4th graders, including ELLs and their families, who are invited to a new school orientation, Morning Café, in the third week of July. Materials are presented to each family including a letter from the Principal, the Ballet Tech Handbook and a Parent Survey to help learn more about new students and their families.
- The ENL teacher conducts a Family Orientation: English Language Options in the DOE (ongoing from September through June) for all guardians/parents of new ELLs

19. What language electives are offered to ELLs?

At Ballet Tech, Spanish is offered as a language elective for all students, including ELLs.

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)?

Paste response to question here:

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.)
Professional development at Ballet Tech is provided by school staff. Within the school's professional development program, the focus includes:
 - Literacy needs of our ELL population addressed by including differentiated instruction in our planning sessions.
 - Scaffolding in the content areas.
 - Creating opportunities for ELLs to use a variety of modalities to learn (listening centers, visual representations, math manipulatives, etc).In addition, the ENL teacher will attend various professional development workshops offered by the Department of English Language Learners and Student Support throughout the year that relate to supporting ELLs as they engage in the Common Core Learning Standards. The ENL teacher will also provide support to all staff in the form of weekly meetings in order to present relevant material and strategies for use with ELLs and receive and give feedback regarding individual students and their progress throughout the year. As prescribed by CR Part 80, attendance sign in sheets, agendas and certificates of attendance will be kept on file to monitor the 15% of total hours that all teachers must receive regarding ELL-specific professional development, and the 50% of total hours that the ENL teacher must receive.
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?
Teachers of ELLs will also attend periodic professional development workshops offered by the Department of English Language Learners and Student Support that focus on specific strategies and methodologies that facilitate engaging ELLs in the Common Core Learning Standards. They will also attend several professional development sessions facilitated by the ENL teacher, among them ENL Strategies and Common Core Learning Standards, How to Teach Academic Language to ELLs and ELL-SWDs and the Writing Process.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor and the ENL teacher will work together to assist ELLs as they transition from elementary to middle and middle to high school. In addition, the guidance counselor will also attend those professional development sessions facilitated by the ENL teacher that are pertinent to guiding ELLs through this process.
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.
As per CR Part 154.2: All teachers of ELLs will attend professional development workshops, ensuring that 15% of the total required hours are ELL-specific topics. As part of the professional development plan for the ENL teacher, the ENL teacher will also attend periodic professional development workshops, many offered by the Department of English Language Learners and Student Support, and attend professional development conferences given by The Division of Family and Community Engagement. As prescribed by CR Part 80, attendance sign in sheets, agendas and certificates of attendance will be kept on file to monitor the 15% of total hours that all teachers must receive regarding ELL-specific professional development, and the 50% of total hours that the ENL teacher must receive.

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. & 2.

In addition to mandated parent orientation meetings, the ENL teacher will meet individually with parents/guardians of ELLs twice a year, in the fall and spring, to discuss the goals of the program, their child's language development progress, the language proficiency assessment results and any language development needs that are specific to any content area. These meetings will be conducted in the preferred language of the parent/guardian by the ENL teacher or through the interpretation services offered through the DOE as per the Language and Interpretation Plan. Records of these meetings and any phone calls as well as copies of letters exchanged with parents/guardians throughout the year will be kept in an ELL Binder of Critical Documents kept in a central location. Parents/guardians are also provided with ENL program materials in their home language, which are supplied by the DOE.

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.

Throughout the school year, parents attend academic workshops, curriculum overviews, and social events that help create a productive learning community. The Multicultural Dinner, Holiday Dance, Evening of the Arts Exhibit, and Poetry Café, enable the school community to come together to recognize student achievements in both the arts and academics. Translation and Interpretation Services are provided to increase the involvement of our parents in all school activities. Funding is available to translate important notices and documents for parents who need such services. Additionally, translation services are provided during parent / teacher conferences when needed. The Parent Coordinator who acts as the Language Access Coordinator will interface with the parent association throughout the year to continuously monitor the translation and interpretation services at the school. The administration will also conduct a survey at the end of each academic school year to gather feedback from parents regarding the quality and availability of services. In addition, the role of the Parent Coordinator includes:

- * Increase parent involvement in the school by working closely with school, parent, and community organizations.
- * Serve as facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.
- * Conduct outreach to engage parents in their children's education.
- * Convene regular parent meetings and events around topics of key interest to parents.
- * Attend parent meetings.
- * Work with the school parent association when asked to provide assistance in establishing by-laws and conducting their affairs in accordance with Chancellor's Regulation A-660.
- * Serve as a school liaison to central OFIA and its staff.
- * Maintain ongoing contact with community organizations that are involved with providing services to support the school's educational program.
- * Organize open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No, not at this time.
5. How do you evaluate the needs of the parents?
To be aware of the needs of the parents/guardians, the school evaluates the Parent Surveys and feedback received at parent meetings.
6. How do your parental involvement activities address the needs of the parents?
In order to address the needs of the parents/guardians, the school organizes parental workshops based on the requests of the parents/guardians.

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.

Paste response here:

Part VI: LAP Assurances

School Name: Ballet Tech

School DBN: 02m224

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)
Roy O'Neil	Principal		1/1/01
	Assistant Principal		1/1/01
Elsie Apone	Parent Coordinator		1/1/01
Melissa Dubizh	ENL/Bilingual Teacher		1/1/01
Alice Lau	Parent		1/1/01
Michelle Lau	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Alberti	School Counselor		1/1/01
Bonnie Laboy	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02m224** School Name: **Ballet Tech**
Superintendent: **B. Laboy**

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) 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

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.

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

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.

Parents' preferred languages for both written and oral communication include Spanish and Chinese,

Part B: Creating a Communications Calendar

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.)

The primary documents that the school disseminates within 14 days of the start of the academic school year (approximately Sept. 17th) which require translation are the Parent Handbook, the Parent Survey and the Welcome Kit for new students and their families. Throughout the year after-school program information is translated and periodically sent to parents as are any health notices that are issued by the New York City Board of Education. Translation requests to the Translation and Interpretation Unit are submitted at least two weeks earlier.

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.

Parent-teacher conferences and Open Class Week both occur twice a year, in the Fall and Spring. Parent Curriculum Night takes place in the Fall and a parent-student Work Showcase takes place in the Spring. In addition, conferences are scheduled with parents when it is necessary to create a Personal Intervention Plan as part of the Academic Intervention Services for any student who is struggling academically. The guidance counselor and/or the student advisory together with the Special Education teacher also set up annual IEP meetings with content area teachers, parents and students and informally contact parents by telephone throughout the year whenever necessary.

Part C: Providing Language Assistance Services

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.

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

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.

The administration will conduct a survey of faculty members to determine which languages are spoken by existing members of our community and when they are, these individuals will be asked to interpret. For language needs that cannot be filled by our faculty, over-the-phone interpreters via the Translation and Interpretation Unit will be provided, or outside vendors will be hired for assistance.

Part D: Training Staff on Policies and Procedures

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.)

At the beginning of the academic school year, all faculty will be trained in the policies and procedures that are relevant to providing language assistance services to parents whose preferred language is other than English. They will be familiarized with the Language Translation and Interpretation Plan and a copy of the Translation & Interpretation Brochure, the Language ID Guide and Language Palm Cards will be distributed. In addition, all faculty will be provided with a toll free number for over-the-phone translation that can be obtained through the DOE for conversations via phone and in person from 8am to 5pm.

Part E: Providing Notice of Language Assistance Services

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

Based on the needs expressed in the blue Emergency Contact cards, the parent survey, the ATS RAPL and RHLA reports and the Home Language Survey, families will receive, via standard mail, translated copies of the Parents' Bill of Rights and the Parents' Guide to Language Access. Information in those languages will also be posted in the Main Office and on the Parents bulletin board and will include instructions for requesting and obtaining translation services. A Language ID Guide will also be prominently displayed at the security desk and in the main office for reference by staff and administration alike.

Part F: Monitoring and Quality Control

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

The Parent Coordinator who acts as the Language Access Coordinator will interface with the parents association throughout the year to continuously monitor the translation and interpretation services at the school. The administration will also conduct a survey at the end of each academic school year to gather feedback from parents regarding the quality and availability of services.