

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M859

School Name:

SPECIAL MUSIC SCHOOL

Principal:

KATHERINE BANUCCI-SMITH

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Special Music School School Number (DBN): 03M859
Grades Served: K-11
School Address: 129 West 67th / 122 Amsterdam
Phone Number: 212-501-3318 Fax: 212-501- 3339
School Contact Person: Alexandra Dunbar Email Address: Alexandra@specialmusicschool.org
Principal: Katherine Banucci-Smith
UFT Chapter Leader: Kerri Hook
Parents' Association President: Barbara Rellstab and Ansell Hawkins
SLT Chairperson: Kerri Hook
Title I Parent Representative (or Parent Advisory Council Chairperson): none
Student Representative(s): Matthew Hawkins
Johanna Nelson

District Information

District: 03 Superintendent: Ilene Altshul
Superintendent's Office Address: 154 West 93rd Street
Superintendent's Email Address: ialtshul@schools.nyc.gov
Phone Number: 212-678-5857 Fax: (212) 222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chiu
Director's Office Address: 333 7th Ave, Manhattan, NY 10001

ychiu@schools.nyc.gov

Director's Email Address:

212-356-7564

(212) 356-7564

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katherine Banucci-Smith	*Principal or Designee	
Kerri Hook	*UFT Chapter Leader or Designee	
Barbara Reinstab	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Matthew Hawkins	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Johanna Nelson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sandra Noreen	CBO Representative, if applicable	
Shannon Potts	Member/ Faculty/Chair	
Abby Plump	Member/ Faculty	
Ashley Byler	Member/ Parent Alternate	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sherry Flynn	Member/ Parent High School	
Diane Napier	Member/ Parent Elementary	
Jennifer Kingston	Member/ Parent Middle School	
Carol Holyoke	Member/ Parent Alternate	
Nicole Honrado	Member/ Faculty	
Stephanie Cherubin	Member/ Faculty	
	Member/	
	Member/	
	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.

Special Music School at Kaufman Music Center (P.S. 859) is a public school for musically gifted children offering musical training, including private instrumental lessons, during the regular school day. The school combines intensive instrumental study with a rigorous academic program, providing a strong foundation for a lifetime of music without compromising academic studies. Modeled on the renowned special music schools of the former Soviet Union, Special Music School at Kaufman Music Center successfully ensures that music is a primary component of each child's education.

Founded in 1996, Special Music School represents a unique public/private partnership between Kaufman Music Center, a nonprofit multi-arts organization, and the New York City Department of Education, which funds the academic portion of the students' education. The music program is fully funded by Kaufman Music Center through private contributions. As with all public schools, tuition is free to residents of the five boroughs of New York City. The music program goes from kindergarten through grade 12.

The mission of the Special Music School is to provide schooling to musically gifted children through a combination of highly structured instrumental training and a standards-based academic program. The school prepares musically gifted children for professional music careers while recognizing that not every student will choose such a career.

The underlying philosophy informing the structure and operation of the School is the belief that music education for gifted pupils requires: 1. Extensive opportunities to work with an outstanding instrumental faculty on a one-to-one basis, 2. A structured, sequential music curriculum, 3. Opportunities to perform before audiences, 4. A program of close interaction between general academic and musical studies.

It is our goal to see each child reach his or her maximum academic and musical potential. Our vision is that all Special Music School students will become lifelong learners and critical thinkers in the context of a caring, respectful, and safe learning environment.

We encourage meaningful parent involvement in all aspects of the educational process, fully recognizing the importance of the home/school partnership as an essential component for maximizing each child's growth and development.

03M859 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08,09,10	Total Enrollment	231	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	10	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	41	# Drama
# Foreign Language	11	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	1.6%	% Attendance Rate		96.2%
% Free Lunch	13.1%	% Reduced Lunch		1.1%
% Limited English Proficient	2.6%	% Students with Disabilities		10.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		14.7%
% Hispanic or Latino	8.9%	% Asian or Native Hawaiian/Pacific Islander		17.8%
% White	46.6%	% Multi-Racial		6.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.57	# of Assistant Principals (2014-15)		1
# 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)		18.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.56
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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.

Although students met proficiency standards on the 4-8 Common Core ELA assessments and the Global Regents exam, item analysis revealed our students need more support in identifying claims and citing evidence that supports a claim in fiction and non-fiction texts. This item analysis observation is consistent with teacher observation and student performance on baseline assessments.

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, students in grades 4-11 will demonstrate 30% growth in their ability to identify claims and evidence that supports those claims in fiction and nonfiction texts. This will be measured by teacher-created, common core-aligned performance tasks and rubrics and student performance in the state Common Core assessments and Regents exams.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Establishing baseline assessments in grade 4-11	Students in grades 4-11 (bottom quartile)	September-November 2015	Staff in grades 4-11
Administration of baseline assessments	Students in grades 4-11 (bottom quartile)	September-November 2015	Staff in grades 4-11
Afterschool Tutoring for High School Students	Students in grades 9-11 (bottom quartile)	September 2015-June 2016	Staff in grades 9-11
Administration of January Regents	Students in grades 9-11 (bottom quartile)	January 2016	Staff in Grades 9-11
Administration of Mid-year Baseline	Students in grades 4-8	January 2016	Staff in Grades 4-11
Administration of End-of-Year Assessment	Students in grades 9-11 (bottom quartile)	June 2016	Staff in Grades 4-11
Professional Development for Teachers	Teachers in grades 4-11	September 2015-June 2016	Staff in Grades 4-11
Yearly review in June to determine 20% progress in student work as based on teacher-created rubrics.	Teachers in grades 4-11	June 2016	Staff in Grades 4-11

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.											
Common planning periods for staff collaboration (i.e., processing baseline data, assessing needs, realigning instruction)											
Per Session for after school tutoring.											
OTPS for staff development.											
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		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.
1. Weekly review in department meetings of student progress. February baseline administration to grades 4-11 to check minimum of 15% increase in student achievement as based on teacher-created rubrics.
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.

As SMS evolves into a K-12 program, we want to make more conscious curricular decisions to support students in their development and life outside of school. This looks different in our age bands. At the upper elementary and middle school level parents and staff have identified a need for more explicit health and wellness curriculum for our students as they grow into more mature digital citizens. Additionally, our 11th grade class is preparing for the college application 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–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.

By June 2016 we will develop a comprehensive college and career readiness track for all students as well as focus on a health curriculum for grades 4-8 that supports students in making more informed decisions about their health. By June 2016, 100% 11th grade student will complete their college portfolios and visit a minimum of two colleges. By June 2016, 100% of our fourth and fifth grade students will receive a health presentation of materials selected by SLT . By June 2016, 100% of our middle students will have received and reflected upon 26 advisory lessons that develops the students' ability to make more informed decisions about their health.

Part 3 – Action Pla

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
11th grade students will meet weekly with Laura Hohm in classes to create and maintain college portfolios which will include colleges options, individualized audition requirements, evaluation of transcripts, recommendation letters, schedule of required SATs, and familiarity with Naviance resources.	11th grade	September 2015- June 2016	Laura Hohm, College Counselor. Kristen Palmieri, Assistant Principal, High School teachers
The SLT Health subcommittee will meet monthly in order to submit a collection of three materials and workshops for parents to review in grades 4-5 to support good health decisions. In addition two workshops will be held in the fourth and fifth grade classroom based on the materials submitted.	4th and 5th grades students and parents.	September 2015-June 2016	SLT Subcommittee
The middle school advisory will meet weekly and adopt a comprehensive advisory curriculum for grades 6-8 that develops the students' ability to make more informed decisions about their health.	6th, 7th and 8th grades	September 2015-June 2016	Laura Hohm, College Counselor, Middle School Staff

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.											
1. Academic staff and SLT members 2. Purchasing Naviance program for 11th graders 3. Providing training for students and advisors in the use of Canvas (online grading system) and Naviance.											
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.

1. College and Career Readiness tracking on Naviance Software. 50% of student completion of their college portfolios completed by February.
2. February review by College Counselor, Assistant Principal and Principal to monitor tracking and completion of student college visits.
3. Health: Workshop #1 by January 2016.

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.

As SMS musicians embrace an increasingly rigorous curriculum, students and their families have asked for more productive practicing supports so that students can develop independence in their practicing. These supports will be geared towards helping parents support their child between instructional lessons as well as increase student independence.

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, to provide more music practice supports to our students and families in order to increase student independence by at home by 20% as measured by a music independence rubric.

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) <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>
<p>Several parental workshops including: Practice pointers for beginners (For kindergarten and new SMS families.)</p>	<p>K-2 and incoming parents</p>	<p>October 2nd</p>	<p>Sandra Noreen, Dean of Music</p>
<p>Workshop/ Panel discussion for grades 3-11 entitled, "More Productive Practicing."</p>	<p>3-11th grade parents</p>	<p>January 2015</p>	<p>Sandra Noreen, Dean of Music</p>
<p>Monthly classes for middle school winds and strings that deal with how to learn new works and tackle difficult passages at home.</p>	<p>Students in grades 3-8</p>	<p>September 2015-June 2016</p>	<p>Sandra Noreen, Dean of Music</p>
<p>Begin training practice buddies and theory tutors at high school. Interested juniors can attend lesson and pedagogy sessions in Winter 2016</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Sandra Noreen, Seth Baer, Instrumental faculty, theory teachers</p>
<p>Bi-yearly music juries, monthly home practicing charts, parent workshop exit forms and parent survey.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Sandra Noreen, Seth Baer, Instrumental faculty, theory teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Music department and administration. PTA funding for workshops outside of faculty.</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
--

1. Practice log check in February that indicates an increase of quality of independent practice of 15% on the music independence rubric.

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)	State test score. Classroom Assessments	Guided Reading Writing Lab (HS) Writing Workshop Reading Conferences	Small Group. One-to-One.	During the school day
Mathematics	State test score. Classroom Assessments	Differentiated classwork, MS/ HS tutoring	Small Group. One-to-One.	During the school day
Science	State test score. Classroom Assessments	Small group work	Small Group. One-to-One.	During the school day
Social Studies	State test score. Classroom Assessments	Small group work	Small Group. One-to-One.	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral	Small group work	Small Group. One-to-One.	During the school day

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 3	Borough Manhattan	School Number 859
School Name Special Music School		

B. Language Allocation Policy Team Composition

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

Principal Katie Smith	Assistant Principal Kristen Palmieri
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sarah Anderson	School Counselor Laura Hohm
Teacher/Subject Area Shannon Potts/ ELA	Parent Lisa Stump
Teacher/Subject Area type here	Parent Coordinator Lisa Stump
Related-Service Provider Lauren Ryan	Borough Field Support Center Staff Member type here
Superintendent	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)	283	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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	2	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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	2									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: _____
---	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1				0
Chinese														0
Russian														0
Bengali	0													0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean										1				0
Punjabi														0
Polish														0
Albanian														0
Other														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)										1				0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)										1				0
Commanding (Proficient)										2				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			1				1					3		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			1	1					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					1	1			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 _____	1		1	
Chemistry	1		1	
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	1		1	
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.
 Our elementary school teachers use the DRA and the Scholastic Independent Reading Assessment to assess the early literacy skills of our ELLs. In our secondary grades literacy skills are determined with various assessments including time writing assessments, regular essay assignments, running records, small reading group work and conferencing. We also use the data provided by the NYSESLAT to determine proficiency in each language domain. We have clear insight into students improving reading comprehension, vocabulary acquisition, grammatical structures, ideas and writing organization. The data generally demonstrates that students acquire speaking and listening proficiency more rapidly than reading and writing proficiency, with writing being the area of greatest need, particularly in terms of syntax and organization. We use this data to inform our mini lessons across the content areas and in the standalone ENL classroom.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 By examining data from the the past three years of the NYSESLAT, it is evident that the majority of our ELLs pass out of the program within three years, after which they receive continued support by the ENL and ELA teacher. Students perform best in the speaking and listening subsections. After transitioning, students continue to need support with academic vocabulary as well as with some more advanced syntactical structures and essay organization. Our one ELL from the 2014/2015 school year tested out on the 2015 NYSESLAT. We also have one transfer student who tested as Commanding on the 2015 NYSESLAT, one transfer student who tested as Entering on the 2015 NYSESLAT and one transfer student who tested as Expanding on the 2015 NYSESLAT. The NYSESLAT data indicates that our two current ELLs need considerable support with writing. Both of our current ELLs are on the high school level and have been in the country for less than 3 years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Due to our very small number of ELLs, our data is easy to enter and track. The Annual Measurable Achievement Objective Tool allows us to monitor the quality of our ENL program and the progress of our ELLs. The school will refer to the AMAO tool to inform instructional needs of ELLs and former ELLs as soon as AMAO 1 is available.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. It is difficult to discern patterns across grades and proficiencies due to our small number of ELLs. For example, this year we have two ELLs, who are both in 9th grade. One speaks Spanish and scored as Entering and the other speaks Korean and scored as Expanding. Both students have been in the country for one year or less. In general, or ELL students perform well in all the content areas, with the ELA and History exams being the most challenging, due to the high expentancy of written response. Also, depending on the students' former educations prior to arriving in NYC, math can be challangeing. Beginning and low intermediate students perform best using translations in the home language, while Transitioning and Expanding students prefer to take the exam in English using the translated version in their home language as a reference, and have hence performed well on exams.

b. We do not currently use the periodic assessments. Instead we use teacher created assessments which mirror the Common Core based annual student learning targets and a portfolio of student work to assess the student's ongoing benchmark progress.

c. The majority of instruction occurs in English. We have one newcomer (Entering) student in the high school. The ENL teacher, who is proficient in Spanish, uses the home language when necessary during push in during content area lessons, particularly providing translations of directions and key vocabulary needed for understanding. This is balanced with sheltered English inctruction as the student becomes more proficient.

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](#).]

All students receive Tier one instruction, which includes intentional vocabulary instruction with visuals and cross curricular instruction to meet the needs of all students including ELLs. Students are regularly screened via classroom assessments (both formal and informal). Schoolwide data is tracked and studied by our school based RTI team as well as by our ENL teacher. Students who are not meeting standards as defined by the Common Core and schoolwide assessment standards are discussed and followed by our child study team/ PPT. The ENL teacher is part of the PPT team. The team works closely with the classroom teacher to appropriately differentiate and tailor instruction first as a Tier 1 approach, using research based Tier 1 interventions. The progress of the student is then closely monitored by the classroom teacher and a designated member of the PPT team. After 8 weeks, the PPT team discusses the student's progress using evidence provided by the classroom teacher and discusses the next necessary steps as per RTI protocol. Students who are not demonstrating necessary progress receive intensive, targeted instruction by the classroom teacher/ and or a push in specialist at Tier two and Tier 3 levels. Progress is tracked weekly, and reviewd by the RTI and PPT teams.

6. How do you make sure that a student's new language development is considered in instructional decisions?

The ENL regularly assesses the progress of all ELLs using both formal assesments (NYSITELL results, NYSESLAT results, running records, recorded speech, spelling assessments, DRA and portfolio work) as well as informal assessments such as performance tasks. The results of these assesments are used to tailor ENL instruction to meet the individual second language needs both within the ENL classroom and the content area classrooms. The ENL teacher meets weekly with the school staff to discuss the progress of ELLs, assess the classroom materials being utilized and to coordinate intructional strategies, including differentiation for all ELLs. The ENL teacher regularly provides professional development on strategies for differentiating for ELLs to the teachers on both an individual and a whole school level.

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?

NA

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

ELLs are regularly assessed and monitored by the ENL and the classroom teachers, using a variety of formal assessments and performance tasks, as well as NYSESLAT test results. Other assessments include, but are not limited to, NY State standardized assessments, teacher created Assessments, DRA and Independent Reading Assessments, as well as science Labs and other classroom projects. All students are expected to meet the target criteria on these assessments and assignments. The success of our program for ELLs is formally reviewed at the end of each marking period by the school administration and the ENL teacher using data gathered from classroom assessments. Due to our small population of ELLs, student data is easily aggregated for measurements of need and success.

Part IV: ELL Identification Process

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

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.
 1. Upon registering at the Special Music School, parents complete a Home Language Identification Survey (HLIS). The student and the parent are interviewed in the language of preference. The survey and the accompanying interview are administered by Sarah Anderson, our ENL teacher/ program coordinator. Translation is provided by the school by a bilingual staff member when needed. The HLIS is then reviewed and the home language is determined by the certified ENL teacher. Parents of students whose children have a home language other than English are notified that their children will have their English proficiency tested with the NYSITELL, after which parents are informed of their children’s performances. Students are tested by Sarah Anderson, the ENL teacher within the first 10 days of their enrollment. Parents of students who test into the ELL program are notified within 5 days of the exam and students are placed within 10 days of enrollment. Parents of students who were previously enrolled in an ELL program are informed of the NYSESLAT results in our September orientation meeting. Sarah Anderson, our ENL teacher, holds a permanent NYS Certificate in ENL (ESL) for grades K-12.
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).

SIFE are first identified following the interview portion of the Home Language Identification Survey. Parents are thoroughly interviewed in the language of preference about their children's previous educational experience. Potential SIFE and their guardians are administered the SIFE questionnaire. The student is then given a variety of assessments to determine whether he/she is a SIFE. Assessments include the DRA, conferecing, running records, teacher created math assessments, which are collected in a portfolio of student work. When needed, these assessments are given in the home language using school based translation services when available, or DOE provided translators. This process occurs within 30 days of enrollment.
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).

Newly enrolled ELLs with IEPs are identified upon registration and tracked by our Language Proficiency Team. This team includes the principal, Katie Smith, the assistant principal Kristen Palmieri, the ENL teacher Sarah Anderson, one ELA teacher Noah Gordon, the SETTS teacher Lauren Ryan and the Speech and Language teacher if necessary. Student goals are tracked and implemented by the SETTS teacher, the ENL teacher and the corresponding content area teachers. The Language Proficiency team also determines if a student has language acquisition needs and should take the NYSITELL. These needs are confirmed by the parent interview that occurs upon registration. The timeline to accept or reject LPT recommendation is 20 days. A student’s parent or guardian is also included in the process, meeting several times with the LPT. Entitled students receive service immediately upon determination.
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.

The ENL teacher is responsible for notifying parents of student entitlement and non entitlement in their preferred language of communication within 5 days after the NYSITELL is scanned and score is determined. These letters are placed within the students' cumulative files and copies are kept in a central location. .
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).

Upon their notification regarding their children’s ELL status, the ENL teacher Sarah Anderson informs the parents of their right to appeal ELL status in writing, in the language of choice, including that they have 45 days (from enrollment) to appeal the decision. All letters are kept in the student's cumulative file and copies of the letters are kept in a central location.
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.

To ensure that the parents of ELL children understand the three language program choices available by New York City schools, parents of newly enrolled children who test into the ELL program are given an orientation session in September with the ENL Teacher. This orientation is given throughout the year on an as needed basis. Our certified ENL teacher Sarah Anderson informs parents of this meeting in their language of preference via letters home. These letters are to be signed and returned to the ENL Teacher, who then makes copies and places the originals on the students' cumulative files. Families who do not return the letters are contacted by the ENL teacher via a three way phone call with the DOE translation department.

At the orientation session, translators are provided as needed. During this orientation parents are shown the ELL program model movie on the DOE website for ELL families. This movie is shown in the native language of the parents attending. Parents who do not attend are contacted by phone and arrange for another meeting with the ENL teacher. Parents of students who repeatedly tested into the program through the NYSESLAT of the previous Spring are also invited to attend this meeting. This year the ELL family orientation

meeting will coincide with the SMS curriculum night on Wednesday, September 30, 2015. During this orientation, parents are presented with the Parent Survey and Transfer Option. Parents are able to discuss variation in program models (Transitional Bilingual Education, Dual Language, and Freestanding ENL), as well as which program is available at SMS (Freestanding ENL), and where other program models can be found. Parents are informed about the choice process. It is explained that TBE is mandated when requested by 15 or more parents of the same home language with children in the same or 2 continuous grades. All ELLs are placed within the SMS program for ELLs within ten days upon enrollment. Orientation sessions are provided on an ongoing basis for incoming students. All orientation sessions are provided by the ENL teacher.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL teacher Sarah Anderson sends Parent Survey and Selection forms home to be reviewed and brought to the Orientation session, during which these forms are further explained, completed, and submitted to the ELL teacher. These forms are then collected by the ENL teacher, who then makes copies and puts the originals in the student's cumulative files. Parents who are unable to attend the orientation session are contacted by phone by the ELL teacher, during which a meeting is rescheduled. We are consistently successful in reaching all ELL parents.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher tracks all of the Parent Survey and Selection forms sent. If forms have not been completed, she calls the parent in the language of preference using translation services to ensure that the form is returned, which is then copied and placed within the student's cumulative files. Photocopies are kept on file in a central location.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL teacher sends out all entitlement and non-entitlement letters in the designated home language of the students. These letters are photocopied and kept on file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Parent letters are kept in the student's cumulative file, and copies of these letters are retained in the school office.
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.
All ELLs eligible to take the NYSESLAT are determined by the NYSESLAT Eligibility report in ATS. Eligible students are then administered the NYSESLAT by the certified ENL teacher (with exception of the Speaking portion, which is now administered by a classroom teacher who does not work directly with the student). NYSESLAT administration is scheduled and overseen by the testing coordinator, who makes sure that all components of the exam have been properly administered. The exam is given within the allotted time frame and with secure testing conditions as defined by the NY State NYSESLAT test administration handbook.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
In September, parents of ELLs with continued entitlement receive a letter home in the language of preference regarding the continued support that their children will receive. These letters are kept on file in the school office.
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).
Due to the fact that our school is a very small specialized school for musicians, and that we have not yet had enough students from one home language background to provide bilingual instruction, all parents have consistently chosen ENL on the Parent Survey and Selection form. This has been consistent for the past 4 years.

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.

Special Music School provides a stand alone ENL program which includes integrated instruction. ELL students are typically grouped according to grade level (up to 2 consecutive grades together). In K-8, Beginning/ Entering students receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA, equaling a total of 360 minutes. Low intermediate/emerging ELLs receive 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of either standalone ENL or integrated ENL/ELA, depending on need, for a total of 360 minutes. Intermediate/ transitioning students receive 90 minutes of integrated ENL/ELA and 90 minutes of either standalone ENL or integrated ENL/ELA, depending on need, for a total of 180 minutes. Advanced/expanding students receive 180 minutes of intergrated ENL/ELA, and Proficient/ Commanding ELLS receive 90 minutes of integrated ENL/ELA. These time allotments are on a weekly basis.

We have two ninth grade ELLs for this 2015/2016 school year (one Entereing and one Expanding), as well as five ELLs who tested out within two years and continue to receive an extension of services. The ENL teacher provides stand alone ENL instruction 3 hours a week to our Entering Student, as well as 6 hours of Integrated instruction in his ELA/Global and Science classrooms. Our Expanding student recieves 3 hours of integrated ELA/ Content Area instruction by the ENL teacher and the content teacher. The studnets entitled to an extension of services receive 90 minutes of integrated ELA/ Content Area instruction by the ENL teacher and the content teacher.

- b. TBE program. *If applicable.*

NA

- c. DL program. *If applicable.*

NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

See question #1 for time allotments. The principal and ELL coordinator ensure that all students receive the mandated time in the mandated areas (ENL or Integrate ENL/ELA).

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.

All students at the Special Music School (SMS) are exposed to an interdisciplinary content-based balanced curriculum which is anchored in the Common Core Learning Standards. SMS provides a student centered curriculum in its freestanding ENL program. The ENL teacher provides sheltered English instruction to all ELLs and collaborates with the ELA, Humanities, Science and Math teachers to scaffold the instruction in order to meet the individual language abilities and cognitive needs of our ELLs. ENL instruction is provided in English only. Grade appropriate content material mirrors the content classroom and is taught via the SIOP model, with a variety of scaffolding strategies. The ENL teacher ensures that the content is grade/age appropriate and that the student is working both contextually and linguistically in his or her own zone of proximal development. Exposure to authentic texts, especially content-rich nonfiction, as well as the explicit teaching of vocabulary, syntactic forms, reading strategies, writing strategies, and problem solving strategies help ELL students to meet the Common Core standards and local/state assessments. The ENL teacher provides multiple opportunites of guided and independent practice with reading, writing, and speaking while using evidence from nonfiction and literary texts. Materials include trade books, Reader's theater, short reading texts of multiple genres, Words Their Way and Vocabulary Their Way, Writer's notebooks, computers and audiobooks. Student work is kept on file as part of a portfolio of work and assessments that are used to inform instruction.

The ENL teacher also collaborates closely with classroom teachers during Integrated Instruction to help unpack the content that is being studied in the classrooms by insuring that input is comprehensible. Learners develop their four language skills through Reader's Workshop, Writer's Workshop, project based learning, paired learning activities, access to internet and technology, presentations, and field trips, all of which are aligned to grade appropriate Common Core standards driven curriculum. The ENL teacher works closely with the ELLs both individually and in groups within the classroom, and takes notes regarding their work and performances, which is in turn shared with the content area teacher. In Reader's Workshop, students work with a variety of literature genres, including an emphasis on content-rich texts, through read-aloud, shared reading, guided reading, choral reading, reader's theater, and independent reading. Students utilize themes from their reading experience in the Writer's Workshop, where they write a

variety of literature genres while practicing how to ground their writing in text-based evidence. Writing is supported through modeling, shared writing, direct vocabulary instruction, graphic organizers, writing templates, and the Writing Process. Content and learning strategies are spiraled throughout the school year so that students have multiple exposures to concepts and various opportunities to practice the learning strategies that have been modeled. Teachers and students work collaboratively in the assessment process. Student's progress is assessed through portfolios, reading journals, presentations, student/teacher conferences, running records, and performance records. Students are introduced to and practice a variety of learning strategies that will help them to meet the content challenges of the classroom and of the state exams. Students are encouraged to monitor their own learning process/progress, and to be aware of the strategies that will assist them in becoming English proficient.

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

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

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

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

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. SIFE: There are currently no SIFE students. If we were to have a SIFE student, that student would receive an individualized instructional program which involves a high level of scaffolding in each of the content areas. This student would also receive individualized instruction during the school day and after school as well.

b. NEWCOMERS: The ENL teacher provides intensive vocabulary, reading, writing, and listening instruction, all of which is embedded into the larger ELA curriculum. The ELA teacher and the ENL teacher are collaborating closely to scaffold the instruction to meet the specific needs of this students, particularly in reading and writing. Instructional approaches are informed by the student's NYSESLAT and ELA scores, and ongoing assessment by both the ELA teacher and the ENL teacher in the areas of reading and writing.

c. Developing ELLs: Developing ELLs receive small group instruction, provided by the classroom teacher, the ENL teacher, and other specialty teachers, depending of their areas of need as defined by assessment data. Small group ENL pull-out instruction focuses on students' language needs implied by the NYSESLAT scores. The ENL teacher and ELA teacher work closely to maintain instructional consistency in both the ENL and content classrooms.

d. 4-6 YEAR ELLS: These students receive individualized academic support both within and outside of the classroom. All of these students receive small group instruction, provided by the classroom teacher, the ENL teacher, and other specialty teachers, depending of their areas of need as defined by assessment data. Small group ENL pull-out instruction focuses on students' language needs implied by the NYSESLAT scores. The ENL teacher and ELA teacher work closely to maintain instructional consistency in both the ENL and content classrooms. The performances of these students are regularly monitored by the Pupil Personnel Team (PPT).

e. Former ELLs: Former ELLs receive 90 minutes of integrated ENL/ELA instruction weekly. These students are regularly monitored by both the ENL and ELA teacher and receive a high level of support, particularly with extended writing and tier 3 vocabulary.

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.

Students re-identified as ELL or non-ELL will be closely monitored throughout the school year by the PPT team, as well as the ENL and ELA teacher. If progress appears to be adversely affected, the student will receive extra support during the school day and after school as needed.

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?

le we do not currently have any ELL-SWD's, the ENL teacher typically works closely with the SETTS provider to align IEP goals and ELL goals and follow student progress. Students receive the allotted time of ENL, ELA and SETTS instruction as defined by their IEPs and Part 154 using flexible grouping and instructional models to best meet the needs of the student and achieve individual student goals in the least restrictive environment. The ENL teacher and the SETTS teacher collaborate to insure that materials are appropriate for each student's learning profile and zone of proximal development. These materials and resources include differentiated texts, visual and auditory supports (including audiobooks), technology such as iPads, laptops, smartboards, as well as online and application based tools and learning programs. Materials are shared with the content teachers during weekly team meetings. Giving students a variety of presentation methods (audio/ visual) helps ensure that students are able to comprehend the content according to their learning style, which is reinforced both visually and auditorally. Differentiated texts and graphic organizers help scaffold learning and are provided as they are needed. These materials help increase conceptual and linguistic input. They accelerate English language development by providing different access points for understanding. Scaffolding improves linguistic output and moves students in their language progression and towards eventual autonomy.

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?

Our ENL and SETTS teachers all provide integrated instruction within the content classes as well as stand alone support as mandated by the IEP. Goals are tracked by the SETTS and ENL teachers, as well as by the PPT team.

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

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 DUALY 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.

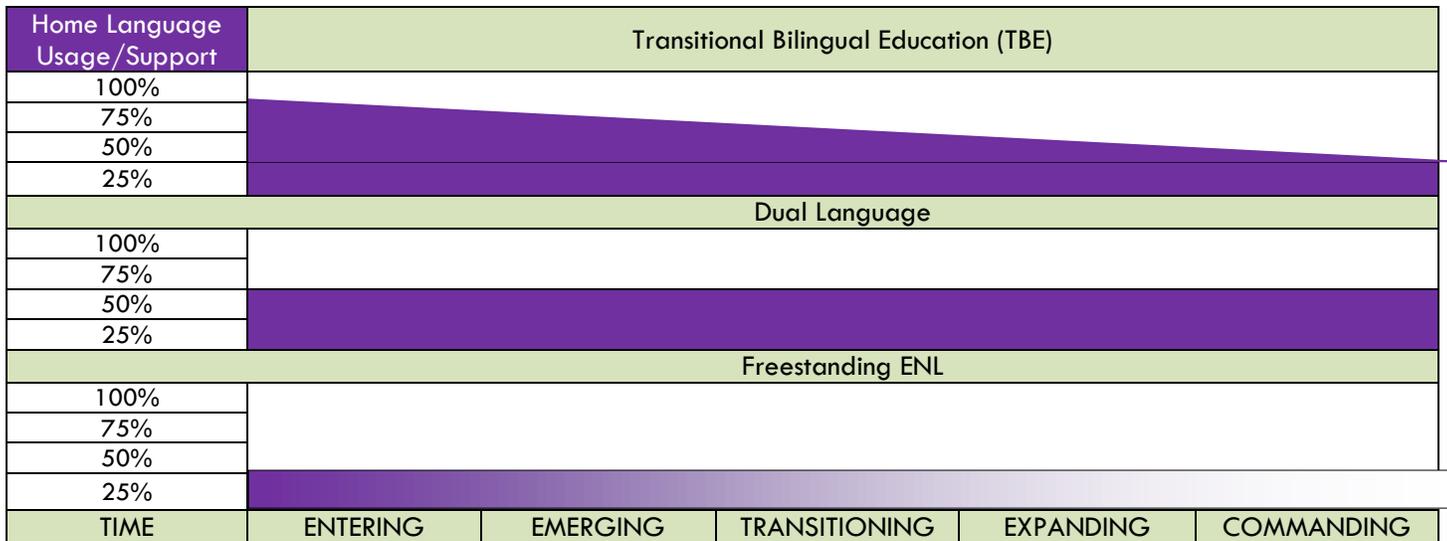


*Note: “other approved services” does not apply to New York City at this time.

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. All ELL students are continuously assessed using the benchmark assessments within each content area. The ENL and content teachers also use the results of the Math and ELA state exams to inform their instruction. These assessments have tremendous implications for targeting literacy and math concerns early on. We address the diverse needs of ELLs through scaffolding, differentiated instruction, as well as targeted interventions. In addition to support offered by the ENL department, students may receive needs- targeted small group math and ELA instruction both within the classroom by the ENL and SETTS teachers, and after school by the content teachers. Due to our small ELL population it is easy to target the needs of every ELL.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
According to last year's NYSESLAT, as well as the NY State exams our freestanding ENL program has been demonstrated to very effective in meeting the needs of our ELLs, as our single ELL for the 2014/2015 school year tested as Commanding following 2 years in our program. Our ELLs continuously make significant gains in the English language development as well as in the content areas. This is evident by our NYSESLAT and content area test scores. Our two current ELLs transferred into our school this year.
12. What new programs or improvements will be considered for the upcoming school year?
Improvements for the upcoming year include an expanded ELL classroom with an audio library. All student will also be involved in building a portfolio of work , which will travel with them from year to year.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Special Music School provides a variety of school programs, such as homework club, peer tutoring, drama club, sustainability club, game club, various book clubs and schoolwide sports such as volleyball, track and soccer. Information about these programs is provided in multiple languages. Student advisors ensure that all students are aware of the programs that are available, and translation is provided by school based staff on an as needed basis. In addition, beacsue we are a music school, students are often chosen to participate in extra curricular concert series. The Kaufman Center music staff chooses these students based upon musical ability. Our few ELLs are well dispersed in a variety of programs such as Sustainability Club, Volleyball and Face the Music (concert Series).
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.
Instructional materials used to support ELLs include SmartBoards, the laptops, iPads, Foss kits, math manipulatives, blocks, audio-books, listening centers, picture books, trade books, word walls, language games, pocket charts, writing folders, graphic organizers, vocabulary charts, dictionaries, and various art materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Student comprehension is scaffolded through the use of native language texts, audio books, and glossaries. Newcomer students are often paired with bilingual students who speak the same home language, particulalry in the beginning of the year. Staff regulary utilizes DOE and school based translation services for parents, as well as for students when necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services are age and grade level appropriate. This includes all instructional materials. The appropriate of materials is decided by the ENL and content area teachers. Materials are differentiated according to the students' zone of proximal development.
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).
Newly arrived ELLs and their families are provided with a school tour by the ENL teacher as well as the Assistant prinicpal, parent coordinator and translator if needed. During the month of September, the entire school community participates Curriculum Night, which provides opportunities for families to meet the teachers as well as the other families. New ELLs who are enrolled later in the year receive extra attention and support from the ENL teacher while getting accustomed to their new surroundings. In addition, all middle school and high school students, including ELLs, meet weekly with their academic advisors. These advisors track their progress over the course of the year and assist the students in advocating for themselves with the content areas as well as within the school community in general.
19. What language electives are offered to ELLs?
All middle school and high school students receive the mandated time of foreign language instruction (Spanish).

20. For schools with dual language programs:

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

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teacher will provide professional development seminars for all of SMS staff twice a year, which includes all administration, guidance counselors, school psychologists, paraprofessionals, as well as the parent coordinator. The ENL teacher also provides ongoing support to classroom teachers of ELLs during weekly lunch meetings. The ENL teacher attends these weekly grade level meetings to provide insight and instructional ideas for teachers of ELLs. The ENL teacher also receives ongoing professional development as provided by the District. Schoolwide professional development days for the 2015/2016 school year are November 3, 2015 and June 9, 2016.
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?
The ENL teacher is invited to participate in regular PD for ESL teachers as provided by the District. In addition, the ENL teacher partakes in school based PD and during which the Common Core Learning standards are unpacked and applied to curriculum planning and reflection. The ENL teacher has regular classroom intervisitation with other teachers, and receives regular lesson feedback by administration (6 times each year).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Support for ELL transition to high school
The school guidance counselor works closely with the teachers and families of students to investigate the best middle school and high school choices for our ELLs. The middle school faculty explains the high school application process to students and their families at an annual meeting. There is a bilingual translator made available at this meeting. The ENL teacher meets with students and their families half way through the year to discuss their progress as well as this application process. In addition, all middle school and high school students, including ELLs, meet weekly with their academic advisors. These advisors track their progress over the course of the year and assist the students in advocating for themselves with the content areas as well as within the school community in general. In addition, the ENL teacher meets with the guidance counselor to ensure that ELLs are transitioning well and that their families are engaged in the transition 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.
Professional development is provided by the ENL teacher twice yearly on a schoolwide basis. All teachers work with literacy specialists and attend weekly PD sessions on Mondays, 15% of which are ELL specific and involve presentations on language acquisition, vocabulary instruction, making content accessible, scaffolds for writing and general differentiation. Teachers are also invited to attend PDs provided by the district. In addition, our ENL teacher attends PDs as provided by the school and by the NYC DOE Department of English Language learners. The ENL teacher receives 50% ELL specific PD. Records are kept in the teachers' files at school.

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?

Aside from the initial orientation meeting and regular scheduled parent/teacher meetings, the ENL teacher meets annually with all parents of ELLs to discuss the goals of the program, the students' language development progress, language proficiency assessment results and language development needs in the content areas. Translators are provided on an as needed basis as determined upon the enrollment of the student. Informal meetings also occur on an as needed basis. Records of these meetings are kept by the ELL Coordinator.

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.

Answer to #2 (above)

The ENL teacher meets twice annually with parents to discuss the progress of their students. These meetings have sign in sheets which are kept on file.

In addition, Special Music School holds Curriculum Night, town meetings, publishing parties, and many student concerts. All parents, including parents of ELLs, attend these events. Parents of ELLs are also invited to participate in the PTA, for which a translator is invited as needed.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The SMS partners with the Kaufman Center to provide parents with information regarding music education for students. This may include teaching parents how to run practice sessions for their students. We also have support from St. Luke's Roosevelt for mental health service recommendations and referrals for students and their families.

5. How do you evaluate the needs of the parents?

Parental needs are assessed by the leaders of our ENL Teacher, the Parent Coordinator and the PTS. These needs are then discussed and addressed by the school principal and any other faculty member who can assist. Parental needs are also discussed at parent-teacher conferences. If it appears that there is an area in which several parents need assistance, SMS will arrange to have a parental workshop in that area. Our school is small and we know our families intimately.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities help integrate parents into the fabric of our school community. All parents receive weekly correspondence by student advisors as well as by the administration. Due to our very small community, it is easy to identify the needs of our parents due to frequent contact.

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: Special Music School

School DBN: 03M859

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)
Katie Smith	Principal		10/1/15
Kristen Palmieri	Assistant Principal		10/1/15
Lisa Stump	Parent Coordinator		10/1/15
Sarah Anderson	ENL/Bilingual Teacher		10/1/15
Lisa Stump	Parent		10/1/15
Shannon Potts	Teacher/Subject Area		10/1/15
	Teacher/Subject Area		
	Coach		
	Coach		
Laura Hohm	School Counselor		10/1/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Lauren Ryan	Other <u>SETTS</u>		10/1/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03m859** School Name: **Special Music School**
Superintendent: **Ilene Altshul**

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.learn DOE.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.

Upon registering at the Special Music School, parents complete a Home Language Identification Survey (HLIS). The student and the parent are interviewed in person or over the phone in their language of preference. The language of preference is determined by Part III of the home language survey in coordination with the information given during the parent interview. The survey and accompanying interview are administered by a licensed pedagogue. Translation is provided by the school by a bilingual staff member when needed, or an over the phone interpreter. The HLIS is then reviewed and the home language is determined by the certified ENL teacher. Information cards, reports and surveys are provided in the preferred language. In the case that the document is not available in the language of preference, the ENL teacher meets with the parent to go over the document using over the phone translation services. The school also uses the the ATS report of preferred languages and the preferred language indicated on students' "blue cards" to determine the language preferences of the parent community. Preferred languages other than English are then entered into an ongoing school report, which is organized by grade and shared with school based staff.

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.

The majority of families at SMS have at least one parent who speaks English. We have a small number of families who prefer communication in a language other than English. Of our 11 families that have a preferred language other than English, 5 speak Spanish, 2 speak Chinese, 1 speaks German, 1 speaks

Korean, 1 speaks Swedish and 1 speaks Albanian. These families are provided with native language materials and notifications in writing and through oral communication. Our school community is intimate. Staff and student families interact frequently and faculty is familiar with all of the Special Music School students and their families. Staff is also made aware of the native languages of all of their students and their families at the beginning of the year. The ENL teacher provides faculty with a list of families who communicate in languages other than English.

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 Special Music School typically provides all non-English speaking parents with translated documents regarding critical communications in the following time frames:

Documents for September: Ongoing registration and selection, program entitlement letters such as SETTS or ELL Program Parent Handbook.

On an as needed basis: conduct and discipline; safety and health; transfer and discharge paperwork.
Grade dependent: Middle School/ High school matriculation information, Standardized test information, College information.

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.

September: Ongoing registration interviews (including HLIS interview)

Curriculum Night: September 30, 2015

Parent Teacher Conferences: November 20, 2015 and March 10, 2016

On an as needed basis: conduct and discipline issues, safety and health issues, academic issues, transfer and discharge meetings

Grade dependent: Middle School/ High school matriculation presentations, standardized test presentations, college information presentations

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.

SMS staff will utilize over-the-phone translation through the use of the DOE translation call center for phone calls to parents. School specific written translations will be submitted to the NYC DOE translation unit as soon as it is deemed that they must be sent out; and we will also provide translated standardized documents, which are available on the DOE website, such as report cards. If we are having a larger event, like a curriculum night, we utilize in person translation services as needed. Requests for translation will be submitted as soon as an event is scheduled or a schoolwide document for parents is created. In addition we have school based staff who are bilingual. This includes Morgan Harlan, the school Spanish Teacher, and Kaufman Center Staff, such as Igal Kessleman, who are fluent in Russian, thoughh we will use these school based resources primarily for person to person interpretation. The majority of our written translation will be submitted to the DOE translation service.

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 majority of small face to face meetings with parents and staff will involve the use of the over the phone translation unit, during which the interpreter is put on speaker phone. Due to the small size of our school community and the small number of parents requiring translation services, the school will also be able to meet the needs of Spanish and Russian speaking families via bilingual teachers (Sarah Rosario {Spanish}, Morgan Harlan {Spanish}, and Igal Kesselman of the Kaufman Center {Russian}). We keep an ongoing roster of bilingual school based staff who are available to translate. In the case that staff is not available, or we do not have school based staff who speak the necessary language, we will employ the over the phone translation service as previously stated.

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.)

In the beginning of the school year, the ENL teacher disseminates information to the school staff regarding ELL identification, resource materials and interpretation services available. In addition, information regarding translation services is prominently displayed in the school office.

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

- Informational posters are prominently displayed in strategic locations through the building informing parents of translation services.
-Multilingual flyers are displayed in a central location.
-The school makes sure that parents have access to school staff regardless of language barriers
-When required, the school will use the district interpretation to assist parents who speak a language other than English
-The ENL teacher and the parent coordinator advise parents about various translated DOE websites .

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 LAC will meet regularly with the administration and parent coordinator to discuss the the follow through of our schoolwide translation and interpretation plan. Parent feedback on the quality and availability of services will be gathered during parent/teacher conferences, events held by the parent coordinator and the PTA, and the parent survey.