

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	02M442
School Name	Ballet Tech, NYC Public School for Dance
Principal	Roy Oneill

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

#### MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

#### APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 6: SUBMISSION ASSURANCES

## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

#### The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED’s proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school’s Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

## **CEP Guidance on Conducting a Comprehensive Needs Assessment**

### **CEP Guidance on Conducting a Comprehensive Needs Assessment**

**Directions:** Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
  - Qualitative and quantitative data, including pre-COVID-19 learning data
  - Potential ESSA Accountability Indicator Goal Sheet.
  - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
  - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and NYCDOE’s **State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
  - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
  - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
  - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
  - How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
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- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
    - What theories or hypotheses explain the current student and school outcomes?
    - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	Ballet Tech / NYC Public School for Dance
District Borough Number (DBN):	02M442
Grades Served:	4 th – 8 th
School Address:	890 Broadway, New York, NY 10003
Phone Number:	212-254-1803
Fax:	212-477-5048
School Contact Person:	Roy O’Neill
School Contact Person Email Address:	Roneill2@schools.nyc.gov
Principal:	Roy O’Neill

United Federation of Teachers (UFT) Chapter Leader:	Cari Sobolewski
Parents' Association President:	Suzanne O'Connor
SLT Chairperson:	Roy O'Neill
Title I Parent Advisory Council Chairperson (PAC):	N/A
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Joe Gregori
School-Based Students in Temporary Housing (STH) Liaison:	Meredith Lubben

## **District Information**

Geographic District:	2
Superintendent:	Kelly McGuire
Superintendent's Office Address:	333 Seventh Avenue, 8 th Floor, # 834, New York, NY 10001
Superintendent's Email Address:	KMcguire@schools.nyc.gov
Phone Number:	212-254-1803
Fax:	N/a

## **SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE**

### **School Leadership Team (SLT) Signature Page**

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school’s educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, 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**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner’s Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

**Directions:** List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
Roy O'Neill	*Principal	
George Ramos	*United Federation of Teachers (UFT) Chapter Leader	
Zahra Daramola	*Parent-Teacher Association (PTA) co President	
April Gariepy	*Parent-Teacher Association (PTA) co President	
Jared Van Zweeden	Staff	
Cari Sobelewski	Staff	
Jeannie Herlihy	Staff	
Matthew Mills	Parent	
Marie Shaub	Parent	
Joe Gregori	CBO Representative, if applicable	



<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Our collaboration with Ballet Tech Foundation is designed to ensure that our students not only have exceptional academic opportunities, but also have access to a program that trains them in classical dance and sets them on a path toward a professional career as a dancer. Our partnership with the non-profit Ballet Tech Foundation enables Ballet Tech / NYC Public School for Dance to integrate an academic education with pre-professional ballet training. With both academic classrooms and dance studios on-site, students are able to take a rigorous schedule of dance classes as part of the regular school day. In addition to providing the rigorous training necessary to be on a path to a professional career, Ballet Tech Foundation provides opportunities for students to perform in professional settings. Ballet Tech's student performance troupe, Kids Dance prepares students for professional work experiences. Each year in June, Kids Dance presents six performances at the Joyce Theater. Kids Dance will return to the Joyce once again, June 2023. Whether or not they become professional dancers, Ballet Tech's students are poised for success. The rigorous academic and dance training fosters all the academic behaviors we strive to develop in our young learners: perseverance, self-reflection/regulation, strong work habits, and collaboration.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	4-8	Expeditionary Learning / NYC	Supplemented with Teachers College Units of Writing
MATH	4-5	Envision Math	Supplemented with Go Math and Singapore Math
Math	6-8	Engage NY	

## SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

**DIRECTIONS:** IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

**NOTE:** YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

### AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

#### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Strengthen students' ability to analyze literature: Identifying theme, character analysis, and making inferences while reading.	MAP Reading Assessments June 2022 NYS ELA Assessments 2021/22. Item analysis for years 2021/22	* Due to pandemic and remote teaching, students lost interest in independent reading and book talks. * Lack of school-wide reading incentives and systems to monitor students' independent reading and promote HQ book talks / clubs * Lack of screening to identify additional root causes created by reading deficiencies: decoding, vocabulary, fluency.

**Elementary/Middle School ELA SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	74	By June, 2023, Elementary/Middle School ELA for All Students will Increase 5%, from 74 to 79, as measured by NYS ELA Test.

#### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
I-Ready ELA Assessments	Level 3 (above 60th percentile)	69%	75% above 60th percentile		

#### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	09/11/2022	• Train teachers on I-Ready Assessments: administration, data analysis. • Create time in monthly schedule for ELA teacher team meetings ( 2x/month 4-8 grade) • Administration and ELA teachers develop PD calendar for 1st / 2nd semester.
09/11/2022	11/30/2022	*. Administer I-Ready Assessment: gather and analyze data. *. Teacher Team 6 week PD Cycle: Monitoring student reading progress. Fountas & Pinnell review, effective running records, organizing data; introduction of Read Theory digital tracker (Independent reading volume and comprehension) setting up student accounts, administering assessments, tracking data. • RTI: PD for Sped. Teacher: Wilson Reading for Tier II and III interventions • Administer F&P and Read Theory Assessments: Collect Data, analyze data in ELA team meetings, set / revise student reading goals.
11/30/2022	01/31/2023	• Teacher Team 6 week PD Cycle: Incorporating explicit word study in the ELA classroom. • Purchase supplementary curricula for all grade levels to strengthen and support word study across all grades. • ELA Team Meetings: Analyze Tier II and III student work, share best practices based on student outcomes. Analyze reading F&P assessments, reading logs, and reading response assignments to rearrange flexible grouping for reading skills instruction. • Create Tier II and Tier III intervention groups for small group skills practice. • Purchase Scholastic News for 4th and 5th grade classrooms: Digital access for supplementary Independent reading. • Classroom intervisitations: sharing best practices to build culture of reading (fostering independent reading)

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.



Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	• Teacher Team 6 week PD Cycle: Additional reading progress monitoring in the ELA classroom: reading logs, reading response journals, and literary essays. • Mid-year assessments: aggregate F&P, Read Theory Data, reading logs, reading response journals, and additional teacher created assessments. • Analyze year to date data: set / revise student reading goals
03/15/2023	05/02/2023	• Teacher Team 6 week PD Cycle: Effective conferring with small groups. • Replenish classroom libraries: NYSTLL funding and PTA funding. • Gather f&p and I-Ready data, analyze results in team meetings, adjust intervention groups where needed. • Classroom inter-visitations: Both virtual and in-person sharing best practices to build culture of reading (fostering independent reading)
05/02/2023	06/30/2023	• Teacher Team 6 week PD Cycle: Developing students skills at responding to literature in both short responses and on demand essay writing. • Gather F&P and I-Ready data, analyze results in team meetings, adjust intervention groups where needed and plan for summer interventions.

### Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/26/2022	01/30/2023	Back to school family engagement night. * Parent teacher conferences * Poetry Cafe Night * SLT progress updates each month	
01/30/2023	06/26/2023	* Parent Teacher Conferences * Ongoing progress update at SLT * Parent surveys to gather information about additional support / needs families may need	

Human Resources	Teachers for after school AIS
Instructional Resources	Purchase I-ready for ready progress monitoring
Schedule Adjustments	create opportunities in schedule for small group instruction.
Other Resources Needed	

## **AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH**

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Strengthen fourth and fifth grade students' ability to apply math computation skills to real world problems.	Envision math unit assessments, teacher supplemented with "Exemplars" problem solving assessments.	1. Students' lack sufficient math vocabulary to understand what is being asked in a real world "math story problem" 2. Lack of effective screening to identify specific learning gaps for students. 3. Tier II and III supports are inconsistent 4. Remote learning impacted student learning as students struggled to collaborate effectively online.

**Elementary/Middle School Math SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	68	By June, 2023, Elementary/Middle School Math for All Students Levels 3 and 4 will Increase 5%, from 68 to 73, as measured by NYS Math Exam .

#### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2021			
I-Ready Mathematics Assessments	Average Proficiency Rating (1-4)	Average proficiency rating 2.00	Average proficiency rating 3.00	I-Ready average proficiency rating 3.20	I-Ready average proficiency rating 3.50

#### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	10/30/2022	PD: *Provide training for teachers to learn I-Ready Mathematics Assessments: administration, data collection, data interpretation. *Create grade level teacher teams to meet monthly to share best practices, analyze student data, and receive PD cycles of learning. *Develop teacher capacity to utilize quality formative data / assessments to provide immediate actionable feedback including next steps for learning. RTI: *All students scoring below level 3 on NYS Math assessment will receive small group intervention with a focus on skill gaps. In addition I-Ready data will be used along with Envision assessments to form flexible intervention groupings
10/30/2022	12/23/2022	PD: *Continue I-Ready training *Ensure teachers develop plans that promote students self and peer assessment opportunities. (Lesson Study PD cycle) * Provide common planning time for grade level teachers RTI: * Envision Math Intensive Intervention program will be used to serve tier II / III students: additional diagnostic tools will be administered and item analysis used to target instruction. ESL / SWD * Math PD cycle with Sped. Teachers and ESL teachers: Multiple entry points
12/23/2022	01/31/2023	RTI • Administer mid-year benchmark assessment to monitor progress of all students. • During math teacher team meetings, analyze mid-year data, adjust student learning goals and revise action plans • Envision Math Intensive Intervention program will be used to serve tier II / III students: administer additional diagnostic tools and use item analysis to regroup and target instruction. • Create vertical math teams across 4-8 grade / Monthly meeting to align assessment protocols PD: • Teacher self-select PD cycle: Strengthen Math Talk in the Classroom (remote and in-person), Building Math Vocabulary, Effective Modeling in Mathematics, Collaborative Practices, Fostering Resiliency. • Teacher learning tours: Share engagement strategies RTI: • MS peer tutoring training: Recruit, train, and assign middle school math buddies for 4th and 5th graders. • Survey math buddy partnerships to assess: SEL benefits and mentee progress. • SWD: Monitor collaboration with Sp. Ed. Teacher and grade level teachers: lesson review, IEP reviews, • Administer End of Year Envision Assessments: Analyze assessment data to determine progress made for all students, analyze sub-groups tier II and III to determine progress. • Monthly lesson plan review: Multiple entry points for learning tasks.

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	PD: • Teacher self-select PD cycle: Strengthen Math Talk in the Classroom (remote and in-person), Building Math Vocabulary, Effective Modeling in Mathematics, Collaborative Practices, Fostering Resiliency. • MS peer tutor training: Recruit, train, and assign middle school math buddies for 4th and 5th graders. • SWD: Monitor collaboration with Sp. Ed. Teacher and grade level teachers: lesson review, IEP reviews • Monthly lesson plan review: mathematical practices incorporated
03/31/2023	05/03/2023	PD: • Teacher self-select PD cycle: Strengthen Math Talk in the Classroom (remote and in-person), Building Math Vocabulary, Effective Modeling in Mathematics, Collaborative Practices, Fostering Resiliency. • Survey math buddy partnerships to assess: SEL benefits and mentee progress. • SWD: Monitor collaboration with Sp. Ed. Teacher and grade level teachers: lesson review, IEP reviews • Monthly lesson plan review: Opportunities for vocabulary development, quality formative assessments.
05/03/2023	06/24/2023	PD: • Teacher self-select PD cycle: Strengthen Math Talk in the Classroom (remote and in-person), Building Math Vocabulary, Effective Modeling in Mathematics, Collaborative Practices, Fostering Resiliency. • SWD: Monitor collaboration with Sp. Ed. Teacher and grade level teachers: lesson review, IEP reviews • Administer End of Year Envision Assessments: Analyze assessment data to determine progress made for all students, analyze sub -groups tier II and III to determine progress. • Monthly lesson plan review: Opportunities for student reflection / self-assessment.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/31/2021	12/24/2021	* Back to school family engagement night. * Parent teacher conferences * Family Math Night * SLT progress updates each month	n/a
12/24/2021	06/26/2022	* Parent Teacher Conferences * Ongoing progress update at SLT * Parent surveys to gather information about additional support / needs families may need	n/a

Human Resources	After school teachers for AIS instruction
Instructional Resources	Envision Math intervention resources.
Schedule Adjustments	Adjust schedules to allow for small group instructional time for AIS during the school day.
Other Resources Needed	School will research additional online resources for family use at home: Kahn academy, i-ready.

**AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED**

**Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Create multiple opportunities for students to have a voice in their learning, enabling them to take responsible ownership over their learning. · create a sense of belonging for all students. · strengthen students' learning experiences. · strengthen the adult / student relationships.	NYC School Survey revealed a need to gather additional data on how our students perceive their educational / learning experiences.	* We have relied on NYC School Survey as our primary source to evaluate our students' experiences: this data is not the most effective way to gather accurate data. * Not all classrooms / teachers create opportunities for students' voice / experiences to be heard and honored. (establishment of rules, discussion protocols, feedback methods) * We have not yet developed multiple opportunities for adults to explore, learn, and recognize the role that race plays in our world view.

**Supportive Environment Framework (SEF) - Required SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Equity & Student Voice	82	By June, 2023, practices related to Social-Emotional Support will improve 8%, from 82 to 90, as measured by positive NYC School Survey responses and school created surveys, resulting in improved Equity & Student Voice.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Spring 2019			
School surveys	1-100%	82%	90%		

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/02/2022	09/30/2022	* Develop systems to collect student data on: Student learning experience, feelings of inclusiveness, and student ideas for improvement. * Work with D2 leaders to ensure administrators and teacher leaders attend PD sessions focused racial equity and social change in District Two.
09/30/2022	11/05/2022	* Admin. and teacher leaders create PD plan for staff with a focus on evaluating current SEL curriculum through a lens of racial equity * Create opportunities for our students to participate in student council. * Introduce lesson plan review protocol to ensure student representation in curricula. ( student council input)
11/06/2022	01/31/2023	* Plan and promote school-wide events to celebrate our diverse community: morning meetings, monthly whole school assembly, quarterly family events (family dance classes, potluck dinners etc..) * Continue Professional development for staff: building anti-racist SEL, lesson / unit study, inter-visitations.

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/31/2023	03/01/2023	* Staff and student survey: representation in lessons, student voice in the classroom, student voice in school policy. * Continue staff cycles of PD: restorative conferences
04/01/2023	05/18/2023	* Continue inter-visitations, lesson reviews * Conduct staff end of year survey: self evaluate current practices and anti-racist practices incorporated this school year.
05/19/2023	06/26/2023	* Conduct student survey: representation in classes, relevancy of lessons, feelings of acceptance. * Analyze staff / student survey data and set goals for next year

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/26/2022	01/30/2023	Back to school family engagement night. * Parent teacher conferences * Family potluck * SLT progress updates each month	Ballet Tech Foundation Roads to Success
01/30/2023	06/26/2023	* Parent Teacher Conferences * Ongoing progress update at SLT * Parent surveys to gather information about additional support / needs families may need	Ballet Tech Foundation Roads to Success

Human Resources	Parent volunteers through PTA support, teachers for after school clubs / student council
Instructional Resources	
Schedule Adjustments	Dedicated time for PD after school, modified schedules for school wide events
Other Resources Needed	

**AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM**

**Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)

**Quality Individualized Education Program SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	75%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Classroom, state and local assessments will be supplemented with additional assessments that target specific math areas and directly aligned with students's needs discussed in PLOP by Increase 15% , from 75%% to 90%, as measured by IEP Review.

#### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
IEP Review	Questions 20, 21	75% of the IEP's show alignment	80%		

#### Action Planning

**Directions:** Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
10/16/2022	06/19/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Prior to scheduled IEP meetings the School Implementation Team will follow the guidance form for IEP meetings and align service recommendations in the LRE according to students' needs.
09/15/2022	06/19/2023	Develop appropriately rigorous standards-aligned annual goals	SPED teacher will meet regularly with GenEd teacher and service providers to discuss implementation of multi-sensory approach to provide instruction and to assess students' mastery of concepts taught in general education settings.
11/16/2022	06/19/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	During the IEP Review Meetings the team of professionals including GenEd, SPED and related service providers will develop strategies that allow appropriate access to general education curriculum based on students' classification.
09/15/2022	06/19/2023	Ensure that programs and services mandated on each student's IEP are delivered	SPED teacher will regularly meet with service providers to review provided percentage of mandated services documented in SESIS.
11/16/2022	06/19/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	IEP Team including parents, service providers and guidance counselor and the student will meet to develop appropriate transition plan for students transitioning to HS.
09/15/2022	06/19/2023	Conduct IEP meetings within specified compliance dates	SPED teacher will crate a shared document with all the dates for annual IEP meetings and review this document during weekly Middle school and Lower School meetings
09/15/2022	06/19/2023	Monitor referrals to Special Education to ensure appropriate referrals only	SPED teacher and guidance counselor will use SESIS platform to monitor referrals to Special Education.
11/16/2022	06/19/0023	Ensure appropriate assessments are supplemented with specific assessments that target students areas of need	During weekly MS and LS meetings SPED teacher and GenEd teacher will establish specific classroom assessments that measure students' progress in the targeted areas of need.

#### Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)

Human Resources	
<b>Instructional Resources</b>	
<b>Schedule Adjustments</b>	
<b>Other Resources Needed</b>	

## SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

### Academic Support

**NYCDOE Multi-Tiered Systems of Support (MTSS)** align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
ELA Tier II	Students scoring below grade level on: NYS ELA Assessments, MAP screeners, and /or classroom F&P assessments	Targeted close reading strategies, word study support: Wordly wise	Both small group and one-to-one instruction.	Services will be provided both during and after school.	no
Math Tier II	Students scoring below grade level on: NYS Mathematics Assessments, MAP screeners, and /or classroom Envision Unit Assessment	Envision Math's Intervention Program.	Both small group and one-to-one instruction.	Services will be provided both during and after school.	no
					no

### Student Social/Emotional Support

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
SEL Tier II	Teacher referral, family outreach, and / or guidance counselor referral	RULER, Sanford Harmony. restorative practices / circles	Both small group and one-to-one instruction.	Services will be provided both during and after school.	no

## Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

Identify the number of Students in Temporary Housing who are currently attending your school.  Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	5
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Describe the services you are planning to provide to the STH population.	* Family outreach at the beginning of school year to survey family needs: technology, SEL supports, school resources * Support family with transportation needs * Provide financial support for after school program * Students will meet weekly with guidance counselor for first month of school, and services will be extended if needed. * School social worker will schedule family introduction during the first month of school.
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## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

**Directions:** The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.



### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

Ballet Tech will support parents and family members 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 learning 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;

### Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement 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 family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional learning, 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., ESSA/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 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA; • 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.

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by: • 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 Advisory Council; • 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)

### School-Parent Compact (SPC)

Ballet Tech, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the 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 Every Student Succeeds Act (ESSA);

#### I. School Responsibilities: Supporting Home-School Relationships

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 each school year for parents and family members 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

#### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

#### I. School Responsibilities: Providing General Support to Parents

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 learning 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 and family members;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) 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 and Family Engagement 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 Advisory Council, 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.

# APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

## LANGUAGE ALLOCATION POLICY OUTLINE

### Language Allocation Policy Outline

#### 2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

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## PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

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### A. School Information

District:	2
Borough:	Manhattan
School Number:	M442

### B. Language Allocation Policy Team Composition

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.

Member Title	Name
Principal	Roy O'Neill
Assistant Principal	
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Alexandra Barbosa
School Counselor	
Teacher/Subject Area	
Teacher/Subject Area	
Parent	Marcin Muszynski
Parent Coordinator	
Related-Service Provider	

## **C. Teacher Qualifications**

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

### **1. English to Speakers of Other Languages (ESOL) Certified Teacher**

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

### **2. Certified Teachers with a Bilingual Extension**

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

### **3. Foreign Language/World Language Certified Teachers**

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	0
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### D. Student Demographics

Total number of students at your school (excluding pre-K):	141
Total number of current ELLs at your school:	4
Total percentage (%) of current ELLs at your school:	3%
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	2%

### PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

■ **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE								0	0	0	0	0					0
TBE								0	0	0	0	0					0
TBE								0	0	0	0	0					0
DL								0	0	0	0	0					0
DL								0	0	0	0	0					0
DL								0	0	0	0	0					0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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### PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>The ENL program at Ballet Tech is a program that includes integrated and stand alone components. As mandated in the New York State CR Part 154.2, Entering ELLs are provided with 360 minutes of instruction every week consisting of 180 minutes of integrated ENL and 180 minutes of stand-alone ENL. Emerging ELLs are also provided with 360 minutes of instruction every week, but with 225 minutes of integrated ENL and 135 minutes of stand-alone ENL. Transitioning ELLs are provided with 180 minutes of instruction divided equally into 90 minutes of integrated ENL and 90 minutes of stand-alone ENL. Scholars are placed in a group based on their most recent NYSITELL or NYSESLAT scores. The stand-alone program allows the ENL teacher to teach small groups of students who are grouped homogeneously by proficiency level regardless of grade level. During these classes, the ENL teacher differentiates for different learning styles while targeting specific English language skills so that students can acquire the language needed to be successful in their core content areas.</p>
<p>Integrated English as New Language (ENL)</p>	<p>The ENL program at Ballet Tech is a program that includes integrated and stand alone components. As mandated in the New York State CR Part 154.2, Transitioning ELLs are provided with 180 minutes of instruction divided equally into 90 minutes of integrated ENL and 90 minutes of stand-alone ENL. Expanding ELLs are provided with 180 minutes per week of integrated ENL instruction. Finally, Commanding ELLs are provided with 90 minutes per week of integrated ENL instruction. Scholars are placed in a group based on their most recent NYSITELL or NYSESLAT scores. The integrated component allows the ENL teacher to push into one of the content areas and address scholars' different learning styles by differentiating instruction. Within the Integrated component of ENL, students are grouped heterogeneously in content-area classes and co-taught by an ENL teacher and a content-area teacher. During these periods English skills are built through content-area instruction focusing on the implementation of ENL strategies that enable ELLs to access the core curriculum more successfully.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>NA</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>As mandated in the New York State CR Part 154.2, Entering ELLs are provided with 360 minutes of instruction every week consisting of 180 minutes of integrated ENL and 180 minutes of stand-alone ENL. Emerging ELLs are also provided with 360 minutes of instruction every week, but with 225 minutes of integrated ENL and 135 minutes of stand-alone ENL. Transitioning ELLs are provided with 180 minutes of instruction divided equally into 90 minutes of integrated ENL and 90 minutes of stand-alone ENL. Expanding ELLs are provided with 180 minutes per week of integrated ENL instruction. Finally, Commanding ELLs are provided with 90 minutes per week of integrated ENL instruction.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>NA</p>
<p>In which language(s) is each core content area taught?</p>	<p>NA</p>
<p>How is instruction designed to include both languages?</p>	<p>NA</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>NA</p>

4. For schools with Transitional Bilingual Education programs:  Which core content areas are taught bilingually?	NA
How is the students' home language integrated into instruction?	NA

## PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

1. What is the composition of the ELL subgroups at your school?  What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	20% (1 of 4 ELLs) are newcomers and 0% are SIFE. Newcomers (ELLs who have been in US schools less than 3 years) receive additional push-in services from the ENL teacher to target needs in the 4 modalities, reading, writing, speaking and listening, in small group settings. This targeted instruction ensures that ELLs quickly achieve the state-designated grade-level of English language proficiency. This differs from services designed for developing ELLs who receive integrated instruction and additional scaffolds focused on making content comprehensible and long-term ELLs who receive targeted NYSESLAT test prep lessons.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	20% (1 of 4) are long-term ELLs. Long-term ELLs receive appropriate RtI Tier 1 intervention and if necessary, (for those ELLs who are not showing sufficient progress on the skills and/or competencies measured), RtI Tier 2, intensive, targeted intervention. The goal for Long Term ELLs who have completed 6 or more years of ENL instruction is to attain English language proficiency by the end of the school year. These ELLs have agility with social interactional English while lacking the advanced linguistic knowledge and skills required by complex secondary coursework. Instruction overall is driven by the students' NYSESLAT scores which indicate individual strengths and weaknesses according to the 4 aforementioned modalities. To accomplish this, the ENL teacher uses NYSESLAT test prep curriculum throughout the year to prepare these students for the NYSESLAT exam in the Spring. This differs from services designed for developing ELLs who receive integrated instruction and additional scaffolds focused on making content comprehensible.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	2% of the student population are former ELLs. When ELLs reach Commanding levels of proficiency on the NYSESLAT, they continue to receive 90 minutes of integrated ENL instruction for up to two years after exiting ELL status. They also receive ENL mandated NYS testing modifications for these two additional years. These testing accommodations include time extension, separate location, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language. Individual support plans are also created in conjunction with content area teachers as needed to assist in ELA, Math and other content areas.
2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?	According to the NYSESLAT results, our students' most proficient skills are speaking and listening. This corroborates BICS vs. CALP since our students have achieved social English. They all need support in reading and writing skills which are most used in academic content.

<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>All students have reached either commanding or expanding levels of English proficiency and are in a 3 or 2 level of the ELA state tests respectively. This parallel relationships proves that the higher their English proficiency, the better they will score on their state tests.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Fortunately, all of our ELL students have excellent attendance. Our one long-term ELL has more consistent attendance this year, since last year he was completely remote. During this time, he has improved tremendously in every subject and it is expected that he will reach a commanding level on the NYSESLAT when we receive the results in the Fall.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>1 current ELL's home language is Spanish, 1 is Japanese, and 1 is Polish. Our 1 former ELL's home language is Khmer. Approximately one third of the school staff, including the ENL teacher, are proficient in Spanish and serve as interpreters when needed. As a small school, these staff members are able to build relationships with all Spanish-speaking families and facilitate both oral and written communication. Multi-cultural appreciation is at the core of our school's values and this is emphasized through individual classroom cultures, as well as school wide events. The ENL teacher consistently encourages use of home language and past experiences to build on their funds of knowledge and helps them to compare and contrast what they know about their home language to English (no matter what their home language is). The connections are shared with the rest of the class to show the benefits of multiculturalism and multilingualism.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education (CR-SE)</b>?</p>	<p>ELLs in the school are extremely diverse and include White, Latino, and Asian students who are Japanese, Dominican, Polish, and Cambodian. These are ELLs are included in planning and delivering Culturally Responsive and Sustaining Education especially in providing diverse resources and when considering professional learning for staff. School staff has participated in both TREP (Trauma Responsive Educational Practice) and SEL professional learning, both of which have significant aspects of Culturally Responsive teaching built in. In addition, a group of staff members have participated in the "Cultivating Genius; Applying Gholdy Muhammad's Equity Framework in the Culturally Responsive Blended Learning Classroom" pd this year. Consequently, teachers have implemented various culturally responsive practices in their classrooms, including team and relationship building, teaching diverse self-care routines, building engagement by connecting content to student experience and backgrounds, individual and whole class reflections on identity development, multi-cultural celebrations, and restorative justice practices.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>We do not have ELLs with IEPs are SIFE students.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.



<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The school's Instructional Leadership Team (ILT) considers ELLs in the school's instructional design especially since this is such a small school with very few ELLs. Generally, all ELLs in the same grade are placed in the same classroom in order the ENL teacher to be able to push-in to classrooms to support students in small groups. This allows ELLs to work together, in addition to working with native English speakers for different tasks.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>In their content areas, ELLs receive instruction in English that is aligned to the New Generation learning standards. The majority of the content teachers are versed in the effective ENL methodologies and work together with the ENL teacher to make content comprehensible and enrich language development. Especially within the integrated component of ENL, they present a plethora of lessons and activities that encourage communication in the classroom, as well as the use of academic language. Additionally, lessons are modeled, contextualized, and scaffolded to maximize learning. The common instructional practices that content area teachers use with ELLs include but are not limited to: • Whole language approach: Language is used in natural ways for a specific purpose in an activity that fosters social interactions. Instruction closely integrates speaking, listening, reading and writing. • Cooperative learning activities: Scholars work together in small groups on a time limited task. Scholars negotiate and exchange knowledge and experiences while making connections with content and language. • Cognitive Academic Language Learning Approach (CALLA) • Total Physical Response (TPR) • Scaffolding • Visuals • Graphic organizers • Collaborative learning • Modeling • Read alouds • Pair share • Independent reading/writing in journals • Skills and guided practice In order to challenge students to use higher order thinking skills, there are many open-ended questioning techniques, accountable-talk, and non-fiction reading and writing. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP) in our ELLs.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Teachers of ELLs use a variety of instructional strategies to facilitate access to academic content area and accelerate English language development. Among these strategies are • Small group instruction • Modify and adapt grade level text • RTI tier 1 high quality instruction -Whole language approach: Language is used in natural ways for a specific purpose in an activity that fosters social interactions. Instruction closely integrates speaking, listening, reading and writing. • Cooperative learning activities: Scholars work together in small groups on a time limited task. Scholars negotiate and exchange knowledge and experiences while making connections with content and language. • Cognitive Academic Language Learning Approach (CALLA) • Total Physical Response (TPR) • Visuals • Graphic organizers • Collaborative learning • Modeling • Read alouds • Pair share • Independent reading/writing in journals • Skills and guided practice Some of the materials that teachers use include but is not limited to: -Visuals -Audio and video aids -Graphic organizers -Sentence stems -glossaries -Vocabulary walls Newcomer ELLs or ELLs with IEPs are often given one-to-one instruction, consistent graphic organizers and sentence stems as scaffolds with explicit instruction for use, and use of technology to build background and provide opportunities to use academic language in multiple modalities. This technology includes: -Google apps through google classroom (docs, jamboard, slides to provide visuals and chunk information in easy to understand steps) -"Scholastic News", which has imbedded glossaries and video, "NYC DOE Pass port to Social Studies", which has slide shows with images and videos to scaffold instruction -"Peardeck" is utilized to provide access to academic content and accelerate English language development which giving students low-pressure environments to show what they understand. -"Edpuzzle" to help build background knowledge on new content</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Each ELL with an IEP has a support team that includes classroom teachers, the ENL teacher, and the special ed teacher who work together to create a flexible schedule, create learning goals, and meet periodically to discuss progress and next steps. All of these students work in both homogeneous and heterogeneous small groups within the classroom to give extra language support in the least restrictive environment. Within the curriculum, teachers make modifications to content, instruction and assessment in order to further differentiate lessons for ELLs with IEPs. They also provide extra language support through supplemental resources during unit lessons and assessments. In addition, both the ENL teacher and Special Ed. teacher give extra one-on-one lessons to ELLs with IEPs to preview and review content and language in all subject areas.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>NYSESLAT results, ELA State Test results, and results from the ELL periodic assessments (Academic Language Assessments, Benchmark Microassessments, and Universal English Language Development rubrics) are all used to evaluate and inform ELL programs. Classroom teachers meet with the ENL teacher at the beginning of the year to relay data gained from assessment results. Together, they create a program for the ELLs in each class including best practices for scaffolds, types of ENL push-in lessons, and testing accommodations appropriate for each student. The classroom teachers and ENL teacher continue to meet regularly throughout the year, especially before the end of each marking period, to discuss progress of each student and changes to the program.</p>
<p>2. For all grades, 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.</p>	<p>Targeted intervention services are offered in English since our ELLs are all intermediate and advanced students. These intervention services are set up for students, including ELLs, who have received a 1 or a 2 on the NYS ELA and/or Math exam. In order to improve the literacy and academic skills of these students and give them the skills to perform at city and state grade level standards, content area teachers incorporate many recognized and researched based ENL instructional strategies: • Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, and metacognition. • Assisting students during work periods, conferring with students in and out of class, informal assessments, and running records. • Additional small group instruction occurs in our after school tutorial, incorporating guided reading lessons and word study running records. In addition, our teachers consider the language needs of our ELLs by incorporating the following strategies: • Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. • Content area teachers use a variety of instructional materials to deliver instruction in a workshop model. The balanced literacy model provides opportunities to meet the needs of our ELLs within the ELA workshop: Guided, Shared, and Independent reading and writing opportunities are offered daily and provide students with the chance to work closely with their teacher to achieve high academic standards. • Math teachers devote extra time in class to untangle difficult word problems, and require students to make verbal explanations of the problems they work on. • Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Based on NYSESLAT and ELA data the foundation of RtI for ELLs is Tier 1, expanding students' existing competencies to support literacy learning and content knowledge. Core instruction focuses on language and literacy development especially to support reading and writing competencies. The ENL teacher employs strategies such as building on background knowledge and front loading vocabulary which promotes written language development during the instructional core. Intensive, targeted intervention, Tiers 2 and 3, are informed by progress monitoring data, including the Fountas and Pinnell System to assess early literacy skills, the Periodic Assessment Exam for ELLs given in the fall and spring, the NYC Performance Assessment in ELA and other assessments designed and administered by the ENL teacher.</p>

<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Ballet Tech uses the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once in the fall and once in the spring to find out students' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from P to V. This information informs the instructional plan of the ELA and ENL teachers as they teach to the student's zone of proximal development (Vygotsky, 1978), as well as build libraries that are appropriate to students' levels. In addition, the Benchmark Microassessments and Universal English Language Development rubrics are used as periodic assessments for the ENL teacher to inform instruction based on each ELLs individual needs.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Our students are not evaluated in their home languages since all of our students are advanced (expanding to commanding) level English Language Learners.</p>
<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>The success of our ELLs is quantitatively measured by various summative assessment data, including NYSESLAT results and ELA State Test results. The overall goal is to have ELLs attain a proficient score of Commanding on the NYSESLAT and exit ENL the following year. Growth is also measured when ELLs move up a proficiency level, from Entering to Emerging, Emerging to Transitioning, and Transitioning to Expanding and Expanding to Commanding. All of this data is all used to evaluate and inform ELL programs. Classroom teachers meet with the ENL teacher at the beginning of the year to relay data gained from assessment results. Together, they create a program for the ELLs in each class including best practices for scaffolds, types of ENL plus h-in less ons, and testing accommodations appropriate for each student. The classroom teachers and ENL teacher continue to meet regularly throughout the year, especially before the end of each marking period, to discuss progress of each student and changes to the program.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT is administered and scored by teachers who are not the classroom teacher (ELA) or ENL teacher for grades 4-5 and who are not the ELA or ENL teacher for grades 6-8. This way, the ENL teacher can continue to serve mandated minutes during this testing period in her regular schedule.</p>

## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Teachers of ELLs with IEPs use a variety of instructional strategies to assist students in accessing and engaging with grade level content. Among these strategies are: • Small group instruction • Modify and adapt grade level text • RTI tier 1 high quality instruction • Use of Technology • Graphic organizers • Audio visual aids</p>
<p>b. SIFE</p>	<p>Students with interrupted formal education (SIFE) would receive additional one-on-one instruction from the ENL teacher to help them access and engage with grade-level content. This would include further scaffolds in the home language and visuals to differentiate instruction and small-group instruction from the classroom teacher in all content areas.</p>
<p>c. Newcomer</p>	<p>Newcomers (ELLs who have been in US schools less than 3 years) would receive additional push-in services from the ENL teacher to help them access and engage with grade-level content. These services target needs in the 4 modalities, reading, writing, speaking and listening, in small group settings. This targeted instruction ensures that ELLs quickly achieve the state-designated grade-level of English language proficiency.</p>
<p>d. Developing</p>	<p>The ENL teacher uses a variety of strategies to help ELLs receiving service for 4 to 6 years to access and engage with grade-level content. This includes modifications to grade level content, previewing, physical scaffolds such as graphic organizers and sentence stems, and heterogeneous small groups for extra language support.</p>
<p>e. Long Term</p>	<p>To help long-term ELLs access and engage with grade-level content, the ENL teacher focuses on additional consistent scaffolds to differentiate the content in each of the 4 modalities: speaking, listening, reading and writing.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>When ELLs reach Commanding levels of proficiency on the NYSESLAT, they continue to receive 90 minutes of integrated ENL instruction for up to two years after exiting ELL status in order to help them access and engage with grade level content. Individual support plans are also created in conjunction with content area teachers as needed to assist in ELA, Math and other content areas.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Home language support is provided in the ENL program. The ENL teacher sometimes uses Spanish, a dominant language among ELLs, to clarify points and students are encouraged to use their home language for in specific situations, such as clarification or questioning. ELLs are also provided with materials in their native language when necessary and available and have access to bilingual dictionaries and glossaries in stand-alone ENL and integrated ENL as well.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>At Ballet Tech, Spanish is offered as a language elective for all students, including ELLs. The Spanish teacher uses a wide variety of resources, including teacher-created materials to prepare ELLs to obtain the NY State Seal of Biliteracy.</p>

## 21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The annual professional learning plan ensures that all staff incorporate learning related to the academic and social emotional needs of ELLs. Firstly, in school year 2019-2020 and 2020-2021 our primary year long professional learning was on the intersection of racial equity, social emotional learning (SEL), Trauma Responsive Educational Practices (TREP) and culturally responsive pedagogy. In order to target academic needs of ELLs, the ENL teacher facilitates a PD on ELL strategies at the beginning of each year.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>As per CR Part 154.2: All teachers of ELLs will attend professional development workshops, ensuring that 15% of the total required hours are ELL-specific topics. As part of the professional development plan for the ENL teacher, the ENL teacher will also attend periodic professional development works hops, many offered by the Department of English Language Learners and Student Support, and attend professional development conferences given by The Division of Family and Community Engagement. As prescribed by CR Part 80, attendance sign in sheets, agendas and certificates of attendance will be kept on file to monitor the 15% of total hours that all teachers must receive regarding ELL-specific professional development, and the 50% of total hours that the ENL teacher must receive.</p>

## **Strong Family-Community Ties**

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Throughout the school year, parents attend academic works hops, curriculum overviews, and social events that help create a productive learning community. The Multicultural Dinner, Holiday Dance, Evening of the Arts Exhibit, and Poetry Café, enable the school community to come together to recognize student achievements in both the arts and academics. Translation and Interpretation Services are provided to increase the involvement of our parents in all school activities. Funding is available to translate important notices and documents for parents who need such services. Additionally, translation services are provided during parent / teacher conferences when needed. The Parent Coordinator who acts as the Language Access Coordinator will interface with the parent association throughout the year to continuously monitor the translation and interpretation services at the school. The administration will also conduct a survey at the end of each academic school year to gather feedback from parents regarding the quality and availability of services.</p>
<p>2. How does the school provide annual individual meetings with families 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.</p>	<p>In addition to mandated parent orientation meetings, the ENL teacher will meet individually with parents/guardians of ELLs twice a year, in the fall and spring, to discuss the goals of the program, their child's language development progress, the language proficiency assessment results and any language development needs that are specific to any content area. These meetings will be conducted in the preferred language of the parent/guardian by the ENL teacher or through the interpretation services offered through the DOE as per the Language and Interpretation Plan. Records of these meetings and any phone calls as well as copies of letters exchanged with parents/guardians throughout the year will be kept in an ELL Binder of Critical Documents kept in a central location. Parents/guardians are also provided with ENL program materials in their home language, which are supplied by the DOE.</p>

## **Additional Information**

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>Our ENL teacher is also the Middle School Social Studies teacher. Therefore, students in the 4th and 5th grade receive integrated ENL services from the same teacher they will have for one of the content areas in the 6th, 7th, and 8th grades. This allows for the teacher to build close bonds with students and families throughout the years and helps students to transition from elementary to middle school with consistent support and scaffolds in their content area classes.</p>
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## **PART VI: ELL IDENTIFICATION ATTESTATION**

### **Identification Plan**

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<ul style="list-style-type: none"> <li>• The parent coordinator oversees the incoming 4th graders, including ELLs and their families, who are invited to a new school orientation. Materials are presented to each family including a letter from the Principal, the Ballet Tech Handbook and a Parent Survey to help learn more about new students and their families.</li> <li>• The ENL teacher conducts a Family Orientation by phone for all guardians/parents of new ELLs.</li> </ul>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The members of the identification team include the ENL teacher and the Parent Coordinator and the secretary. These individuals are involved with the process below: 1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). Enrollment status of each newly admitted student is determined a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. 3. The home language of the student is determined by a trained and licensed pedagogue. a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or a n alternative, high quality translation service. 4. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student’s abilities and/or work samples determines the student’s literacy and math level in his/her home language. 5. Eligibility for the NYSITELL is determined. a. If the newly enrolled student is entering with a n IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. 6. Student is administered the NYSITELL, if eligible. 7. Parent notification letters are sent to the parent in the parent’s preferred language. a. Parent is notified of their child’s ELL status and results of the NYSITELL. 8. If the student is identified as a n ELL and the student’s home language is Spanish, the student is administered the Spanish LAB 9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: <a href="http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife">http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife</a> . 10. If student is a n ELL, parent is invited to the parent orientation meeting. a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. 11. ELL is placed in the ELL program that the parents elected. a. If the ELL program that the parent s elected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice s o that when minimum thresholds are met, we ca n open the ELL program of choice. 12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process). 13. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months. 14. Copies of letters and parent notifications regarding ELL identification are kept in the students’ cumulative files.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

[Download a blank LAP assurances page.](#)

## APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

### LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents’ awareness of language assistance services, and school’s self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Meredith	Lubben	PC	2022	YES	YES
Sherri	Montgomery	Secretary			

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
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**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 whose preferred language is other than English (not just parents of ELL students).

## PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Chinese	11	8.46	10	7.69
Mandarin	0	0	1	0.7
Spanish	5	3.84	5	3.84
Russian	4	3.07	4	3.07
Japanese	4	3.07	4	3.07
Vietnamese	1	0.76	0	0
Filipino	1	0.76	1	0.76
Korean	1	0.76	1	0.76
English	104	80	104	80

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	4	4
Russian	2	2
Bengali	0	1

<p>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:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>Families provide Emergency Card information upon initial enrollment and each year which indicates the language preference of the parent/guardian. Additionally, through the ATS RAPL and RHLA reports, the adult preferred languages that are spoken and written at home are generated. Each year our parent coordinator surveys parents for any additional requests for translation services. If we have students who are new to the NYC DOE, we have the parents/guardians complete the Language Identification Survey at the time of registration.</p>
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**PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES**

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent Teacher Conference Information and Sign Up	Oct/Nov and Feb/March	Using Microsoft Translation and/or Language Access resources for written translation of documents
All DOE and Chancellors correspondence and updates	Daily, Weekly, Monthly - as necessary	Use provided DOE translations as available
Principal and Parent Coordinator email communication	Daily, Weekly, Monthly - as necessary	We are working towards providing timely translations using a parent/guardians preferred language using Microsoft Translation or with DOE translation services with ample lead time. We have staff who are able to assist with Spanish translation as time permits.

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.



Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Curriculum/ Meet the Teacher Night	September: One Meeting	We rely on staff and parent volunteers for oral translation
Parent Teacher Conferences	November and March	We rely on staff and parent volunteers and have DOE telephone translation instructions available to all teachers if necessary
PTA Meetings	Monthly via Zoom	We rely on parent volunteers for translation as needed
Middle School Application Process Workshop	Oct/Nov: One Meeting	We rely on staff and parent volunteers for oral translation. Paperwork can be provided using Google Translation or DOE translation services

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>We rely on school staff to communicate with parents in their preferred language. School-wide messages go out in English but we are working towards providing translations for parents in their preferred language. Student specific issues are communicated by a staff member via telephone in the parents preferred language.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..)</p>	<p>Student specific events are communicated by a staff member via telephone in the parents preferred language. If we don't have a staff member who speaks the preferred language, we can utilize DOE telephone translation.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>We rely on staff members for translation.</p>

## PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	turnkey training
Over-the-Phone Interpretation Desk Aid	staff email
Language Access Handbook	staff email
T&I Unit InfoHub Link	staff email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>We hold a staff meeting at the beginning of the school year to discuss Chancellor's Regulations. Staff are provided with DOE guidance and instructions for Language Access prior to events such as Parent Teacher Conferences. Before Parent/Teacher Conferences staff are given copies of the instructions for using the Over-the-Phone Interpretation Services For Schools.</p>
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## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>Based on the needs expressed on the Student Information Form, the Parent Survey, the ATS RAPL and RHLA reports and the Home Language Survey, parents will receive translated copies of the Parents' Bill of Rights and the Parents' Guide to Language Access. Information in those languages, will be posted on a visible bulletin board and will include instructions for requesting and obtaining translation services. A language ID Guide will also be prominently displayed at the security desk and in the main office for reference by staff, administration and families.</p>
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## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>The Parent Coordinator, who acts as the Language Access Coordinator will communicate with the parent body throughout the year to continuously monitor the translation and interpretation services at the school. The administration will conduct a survey at the end of each academic school year to gather feedback from parents regarding the quality and availability of services. Our goal is to work towards providing more written correspondence to our families in their preferred language.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>We are working towards having more communications translated into our families preferred language in a timely manner. Our system of utilizing staff and parent volunteers is effective but we will work towards a more wide-ranging use of translation services especially in the languages not supported by our staff and parent volunteers.</p>

## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

#### Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.

- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
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