



**NEW VOICES SCHOOL OF ACADEMIC & CREATIVE ARTS
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 15K443
ADDRESS: 330 18TH STREET, BROOKLYN, N.Y. 11215
TELEPHONE: 718-965-0390
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15k443 **SCHOOL NAME:** New Voices

SCHOOL ADDRESS: 330 18th Street, Bklyn, NY 11215

SCHOOL TELEPHONE: 7189650390 **FAX:** 7189650267

SCHOOL CONTACT PERSON: Frank Giordano **EMAIL ADDRESS:** fgiorda@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Laurie Cianciotta

PRINCIPAL: Frank Giordano

UFT CHAPTER LEADER: Joshua Kahn

PARENTS' ASSOCIATION PRESIDENT: Mary DeVito

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: Neil Opromalla

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Frank Giordano	*Principal or Designee	
Joshua Kahn	*UFT Chapter Chairperson or Designee	
Mary Devito	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Olga Nunez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laurie Cianciotta	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The central philosophy and vision of the New Voices School of Academic & Creative Arts (M.S. 443) is to provide a challenging educational environment in which instruction in all the core academic subjects would be infused and enhanced by the integration of the visual, performing and literary arts.

New Voices seeks to provide an arts education together with a comprehensive, academically rigorous core curriculum. We work to nurture and develop the intellectual potential as well as the creative potential of each student. Our arts programs are designed to not only develop the talent and knowledge of our students, but to also rouse their artistic passions. Children who study the arts enhance their intellect, self-discipline, and are well-rounded beings. Current research indicates that students who receive arts instruction as a regular part of their instructional program are able to achieve academically, socially and cognitively.

Our goals for all students center around: high standards and personal expectations, exacting discipline and creative risk-taking – these are the elements needed for success in learning and in life.

We expect all our students to excel artistically and academically. We offer courses and curriculum in the core academic disciplines aligned with courses in the visual, performing, media, literary arts and museum studies. We embrace the philosophy that an exciting academic and arts integrated curriculum is essential to a child's complete education.

New Voices exists within a school culture that is unique in many ways. The staff and administration are always ready to explore and implement new avenues of curriculum, instruction and assessment that best suit the needs of our children.

Current instructional initiatives include an interdisciplinary approach to the teaching of Social Studies and English Language Arts within the context of a unified Humanities curriculum. Students are programmed for double or triple periods of Humanities each day. Writing and Reading workshop models are implemented daily and integrated with the Social Studies curriculum. A Balanced Literacy approach to the teaching of reading and writing has long been a part of the culture at New Voices and will continue as it forms the basis for the uniform citywide literacy program. Historical fiction and other genres of good literature are explored and utilized to a great extent to teach an understanding of cultures, eras, events and literary traditions. Connections between our Humanities Program and the Arts disciplines of Visual Art, Instrumental Music, Dance, Theater and Graphic Arts are made on a consistent basis, as we believe strongly in an arts integrated curriculum. While the arts are perceived as integral and important components of a well-rounded curriculum, we also rely on a rigorous core curriculum of Mathematics, Science, Foreign Language and Health/Physical Education. Block scheduling and regular team-teaching opportunities have allowed our academic and arts curriculum to promote the integration and alignment of State and City Standards.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	New Voices				
District:	15	DBN #:	15k443	School BEDS Code:	331500010443

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	x <input type="checkbox"/> 6	X <input type="checkbox"/> 7
	X <input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					93.6	94.9	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.3	99.1	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	148	145	153	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	136	148	149		74.6	74.6	55		
Grade 8	134	131	150						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	4	0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	418	426	454		0	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	8	7	4		
No. in Collaborative Team Teaching (CTT) Classes	32	35	36	Superintendent Suspensions	9	3	0		
Number all others	40	46	49						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	17	12	12	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	3	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	33	35
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	6	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	2
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	.7	.2	.4	Percent more than two years teaching in this school	65.6	72.7	TBD
Black or African American	19.6	19	16.5	Percent more than five years teaching anywhere	65.6	66.7	TBD
Hispanic or Latino	51.9	47.7	49.6				
Asian or Native Hawaiian/Other Pacific Isl.	5.7	7.5	6.2	Percent Masters Degree or higher	91	91	TBD
White	22	25.6	27.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.6	85.9	TBD
Multi-racial							
Male	34.9	34.5	32.4				
Female	65.1	65.5	67.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	x			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	x	ELA:	
	Math:	x	Math:	
	Science:	x	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	x	x	x				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	x	x	-				
Hispanic or Latino	x	x					
Asian or Native Hawaiian/Other Pacific Islander	x	x	-				
White	x	x					
Multiracial							
Other Groups							
Students with Disabilities	x	x	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	x	x					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	100.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	58.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Performance Trends in ELA and Mathematics

ELA

- 86.1% of all students score at 3's and 4's
- Only 72.3% of all students made one year progress in ELA. Percentage of students in the bottom third making one year progress was 88.9%.
- The average proficiency change for Level 1 and 2 students was .33
- The average proficiency change for level 3 and 4 students was .09
- The school has to do a better job moving our levels 3 and 4 students.

Mathematics

- 95% of all students scored at levels 3 and 4;
- Only 75.2% of all students made one year progress in Math. Percentage of students in the bottom third making one year progress was 85.4%.
- The average proficiency change for Level 1 and 2 students was .52
- The average proficiency change for level 3 and 4 students was .10

Accomplishments

- Developing a professional learning community through:
 1. Structural schedules that support meetings, and professional development.
 2. The deepening of the professionalism of our teachers in regards to reading, comprehension, writing, math and Arts integration.
- Collaborative instructional decision making by the Cabinet and the sense of trust within this instructional leadership team that supports each member's independence, professionalism and judgment.
- Gradual and ongoing improvement in test scores.
- Increased parental involvement through the use of our Parent Coordinator and collaboration with the Parent Association.

- An effective use of our budgetary resources that allows us to provide everything our students need to become successful.
- Intervention coordination and integration into general education in a more explicit and collaborative way. Professional communication and conversations between general education and intervention teachers.
- Smaller humanities class size for the two SETSS classes in both the 7th and 8th grades in an effort to meet their needs and accelerate their learning.
- Students being served more effectively, with instruction and planning more accurately meeting the needs of the students.
- Teachers have more support through full time Literacy Coach, AUSSIE, Literacy Intervention Specialist and Assistant Principal for Math and an F-status Science Staff Developer.
- The development of a meaningful Arts Program that attracts students from all corners of district 15.
- A current and ongoing increase in the amount of technology inside the classrooms.
- Stronger Humanities curriculum through the use of Essential Questions.
- Improvement in the way we assess children through the use of portfolios and leveled texts
- Improvement in the identifying and monitoring at-risk students.
- The development of our curriculum maps and our ongoing creation of Units of Study.

Barriers

- While we have become stronger in our Humanities curriculum, it at times creates concern about the effectiveness of the integration between the two disciplines. Our usage of the Essential Questions and the acquiring of new resources and texts have begun to address this concern.
- Greater communication between the classroom teachers and service providers needs to occur to provide greater differentiation of instruction.
- The need for seats in the District 15 middle schools has led to our class sizes being larger than we desire.
- Spacing issues with the elementary school that shares our building, inadequate Physical Education space, storage space, and a 106 year old building with numerous deficiencies that was designed to house an elementary school.
- Parental involvement drops off significantly in the middle school years.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: To develop literacy teacher's expertise in effective utilization of data in reading so that all students are appropriately leveled to texts, the data informs teacher differentiation of instruction, teachers are monitoring student progress, and are meta-cognitively aware of the effectiveness of their pedagogy.

The measurable objectives will be:

- Increased student engagement and positive attitude in reading
- Teaching more responsive to student needs in reading
- 100% of Humanities teacher will develop an assessment binder to track individual student reading levels
- 95% of students matched appropriately to texts
- Progress in text level and ability is recorded in teacher conference notes
- 85% of students will be able to talk about their own strengths, weaknesses and goals in reading
- Student reading level results will be analyzed for short and long term goal setting on each grade level and for all cohorts of students
- A decrease in level 1 and 2 students in ELA
- An increase in the numbers of children making one year progress

Goal 2: The goal of our mathematics program is to create an environment that will enhance student-to-student accountable talk, balance basic skill and conceptual understanding and improve the analysis of student work. This will enable us to continue improvement in our instruction and allow for differentiated instruction for our students.

The measurable objectives will be:

- Increased opportunities for all students to reflect on their own learning and communicate their ideas
- Increased accountable talk in the math classrooms.
- Increased opportunities for students to build new mathematical ideas while practicing needed procedures
- Increased differentiation of instruction in math classrooms
- Increased rigor in mathematics
- Students will be able to talk to their own strengths and weaknesses in mathematics
- A decrease in Level 1 and 2 students in Math

- An increase in the numbers of children making one year progress

Goal 3: To develop literacy teacher's expertise in effective utilization of data in writing so that all students are appropriately leveled, and writing benchmarks are interpreted consistently across and within grade level.

The measurable objectives will be:

- Teaching is more responsive to student needs in writing
- 100% of Humanities teacher will develop an assessment binder to track individual student writing levels
- 95% of students can articulate their current learning targets within writing
- Progress in writing is matched to grade level writing continuum rubrics
- 85% of students will be able to talk about their own strengths, weaknesses and goals in writing
- A decrease in level 1 and 2 students in ELA
- An increase in the numbers of children making one year progress

Goal 4: To increase parent involvement in their children's education, at PTA meetings and at school functions.

The measurable objectives will be:

- An increase in parent chaperones at school related trips
- An increased number of parents at Parent-Teacher conferences
- An increase in parent- teacher communications
- An increased number of parents at PTA meetings, student performances and school-related community events

SECTION VI: ACTION PLAN

Subject/Area (where relevant): READING

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop literacy teacher’s expertise in effective utilization of data in reading so that all students are appropriately leveled to texts, the data informs teacher differentiation of instruction, teachers are monitoring student progress, and are meta-cognitively aware of the effectiveness of their pedagogy.</p>
<p>Action Plan Include: a ctions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Continued professional development for all Humanities teachers, beginning in the Fall of 2009 and spanning the school year 2009-2010, will focus on the issue of assessment. These teachers will work with the Literacy Coach, Intervention Specialist, Administration and Aussie to increase proficiency. They will be programmed for weekly meetings with the aforementioned personnel to strengthen the pedagogy, methodology and reflective pieces necessary. At these meetings and in common planning sessions teachers will use data from ARIS, their assessment binders and the NYS ELA exam to identify their students’ strength and weaknesses which will facilitate respective student goal setting and leveling. School funds will be spent on appropriate books for the classroom libraries and professional development.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Literacy Coach will be utilized • Aussie contracted • Literacy Intervention position created • Scheduling of weekly planning meeting for Humanities teachers by grade with the Coach • Creating of Units of Study • Title I and Tax Levy dollars used
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Informal observations • Teacher assessment binders and conference notes charting student progress as readers and writers • Student reading logs • Responses by students to surveys asking them about books of interest to be ordered • Student responses to questions on how they see themselves as readers • A decrease in level 1 and 2 students in ELA • An increase in the numbers of children making one year progress

Subject/Area:

Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	The goal of our mathematics program is to create an environment that will enhance student-to-student accountable talk, balance basic skill and conceptual understanding and improve the analysis of student work. This will enable us to continue improvement in our instruction and allow for differentiated instruction for our students.
Action Plan <i>Include: a ctions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Continued professional development for all mathematics teachers focusing on the collaborative development of lessons, analysis of student work, development of intervention\enrichment activities and the sharing our ideas and best practices. These teachers will meet weekly by grade level with the math assistant principal and math intervention specialist to strengthen the pedagogy, methodology and reflective pieces necessary. School funds will continue to support the planning initiative, math intervention specialist and assistant principal positions. In addition, appropriate materials will be purchased to improve classroom instruction.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none">• Math Coach\Assistant Principal will be utilized• Math Intervention position created• Scheduling of weekly planning meeting for math teachers by grade with the Coach\AP• Creation of a pacing calendar• Title I and Tax Levy dollars used
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none">• Informal observations• Collection of student work• Student portfolios and math journals• Students ability to speak to their strengths and weaknesses as mathematicians• A decrease in Level 1 and 2 students in Math• An increase in the numbers of children making one year progress

identification.

Subject/Area:

Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop literacy teacher’s expertise in effective utilization of data in writing so that all students are appropriately leveled, and writing benchmarks are interpreted consistently across and within grade level.</p>
<p>Action Plan Include: a ctions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Continued professional development for all Humanities teachers, beginning in the Fall of 2009 and spanning the school year 2009-2010, will focus on the issue of assessment. These teachers will work with the Literacy Coach, Intervention Specialist, Administration and Aussie to increase proficiency. They will be programmed for weekly meetings with the aforementioned personnel to strengthen the pedagogy, methodology and reflective pieces necessary. At these meetings and in common planning sessions teachers will use data from ARIS, their assessment binders and the NYS ELA exam to identify their students’ strength and weaknesses which will facilitate respective student goal setting and leveling.</p> <p>Analysis of the writing rubrics across grade levels is undertaken and a moderation process is undertaken to ascertain consistency in interpreting the grade level writing rubrics.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Literacy Coach will be utilized • Aussie contracted • Literacy Intervention position created • Scheduling of weekly planning meeting for Humanities teachers by grade with the Coach • Creating of Units of Study • Title I and Tax Levy dollars used
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Informal observations • Teacher assessment binders and conference notes charting student progress as writers • Student writing rubrics • Students are able to identify their progress as writers • Student responses to questions on how they see themselves as readers • A decrease in level 1 and 2 students in ELA • An increase in the numbers of children making one year progress

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	45	45			5			
7	50	50			4			
8	60	65			5			
9								
10								
11								
12								

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Push In small group model during the regular ELA period. The focus is to improve the students' ability to comprehend and analyze texts and text structures. Decoding issues are targeted in pull out groups. These services are provided by Intervention Specialist, Literacy Coach, ESL and SETSS Teachers.
Mathematics:	Push In small group model during the regular Math period. The focus is to improve the students' number sense and to develop strategies to solve mathematical problems. These services are provided by Intervention Specialist, Math Coach, ESL and SETSS Teachers.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Social, developmental and emotional issues are addressed in 1:1 group settings.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

Grade Level(s) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2007-2008) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both **Number of LEP (ELL) Students Served in 2010-2011:** ___ 8 _____

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

For the 2010-2011 school year, New Voices (Middle School 443) will primarily utilize a **Push-in** model for all grade levels. ESL students will be grouped in equal numbers throughout the grades to provide the most inclusive and beneficial learning environment. Appropriate and strategic small group, paired and individual instruction will be utilized. All 8th grade teachers will work cooperatively with the ESL teacher to insure that ESL students meet state testing standards. The Push-in model is more appropriate to meet our goals. One on one instructional planning will take place to align classroom lessons and activities.

The number of classes in each program will vary dependent on the number of students enrolled in a given year. For the 2010-2011 academic year, five classes are projected in grade 6, two in grade 7 and two in grade 8. Beginners and Intermediate ELLs receive 360 minutes of ESL per week. Advanced IELLs receive 180 minutes of ESL and 180 minutes of ELA per week. Administration, classroom teachers and ESL teacher have placed students accordingly in the above mentioned mainstream classes.

Languages of instruction utilized consist predominantly of English; however, Spanish is also employed during school and class activities. Instructional strategies and programs have been implemented to ensure that all LEP/ELL's meet state and city standards and ultimately pass required 8th grade promotional criteria and assessments.

The Push-in model allows for ESL instruction to integrate with the various content areas. Students are encouraged to concrete experiences in a variety of curriculum subjects. Students are also empowered to express observations, state opinions and draw conclusions during classroom lessons and activities. Implementation of the Push-in model allows for optimal "Scaffolding" to take place as students move from subject to subject. In addition to the Push-in model, the following instructional approaches will also be utilized: TPR (Total Physical Response), Language Experience, Cooperative Learning, Natural Approach, Whole Language and ESL.

II. Parent/community involvement:

Parents of ELL students have expressed a need for workshops to help them better assist their children. Newly enrolled parents of ELLs will be provided with an initial orientation session explaining state standards, assessments, school expectations and the general instructional program. Additional parent meetings and workshops will be held throughout the year to address various issues and concerns. September: General Orientation and Parent/Student Handbook Overview; November: Assessment, Standards and Report Cards; January: Helping Students @ Home; March: Monitoring Student Progress; May: Promotional Criteria. Parents of LEP/ELL students who need instruction and support in English themselves will also be invited to attend monthly Parent ESL Reading Club.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

For students who are recent arrivals to the U.S., with minimal or no prior study of English will receive services within a **Pull-out** model. All students are expected to advance toward the goals and expectations of each content and program. Regardless of the class organization models, there is recognition that second language acquisition is a complex process through which students move at varying rates. For these students we will also use the Rosetta Stone program and an after school program with their ESL teacher to accelerate their language acquisition development.

IV. Staff Development (2010-2011 activities):

Professional Development activities for all teachers will be in the following areas:

1. Language Acquisition
2. Scaffolding Instruction in Literacy, Math & Science
3. Balanced Literacy: Considerations for ELLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

All informational materials sent to the parents are translated by the Parent Coordinator into Spanish, which after English is our largest spoken language. This includes monthly calendars, flyers, memos, and letters to the parents. The information is sent both by paper with the students and electronically via email. The PTA has also begun a paper mailing campaign to reach all of the parents. It is our desire to reach the maximum number of parents. At all school events we have the Parent Coordinator, who is fluent in Spanish, and a bilingual Spanish speaking School Aide. When examining the success of this component we used the attendance numbers at the Parent-Teacher Conferences, School Events, PTA meetings, and Parent Workshops. We also used parent surveys to give us more data. Our mission is to increase parental involvement by keeping them informed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our findings were that we have had limited success in communicating with our parents. Notices sent home with the children have a less likely chance of reaching the parents and only 30% of our parents have or use an email system. When the notices reach the homes, our Spanish speaking parents have had no difficulty with our translated copies.

Part B: Strategies and Activities

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

The translation of all materials is done by our Parent Coordinator. At all school events we have the Parent Coordinator, who is fluent in Spanish, and a bilingual Spanish speaking School Aide. The purpose is to increase parental involvement.

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

The oral interpretation is done by our Parent Coordinator. At all school events we have the Parent Coordinator, who is fluent in Spanish, and a bilingual Spanish speaking School Aide. The purpose is to increase parental involvement.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The translation of all materials is done by our Parent Coordinator. These materials are sent home via email and paper notices by the school, and through mass mailings by the PTA.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	207,208	129,689	336897
2. Enter the anticipated 1% set-aside for Parent Involvement:	2100		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1300	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10370		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		6500	
6. Enter the anticipated 10% set-aside for Professional Development:	21000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		13000	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year:
 _____ 100% _____
9. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

General Expectations

M.S. 443 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Description of How School Will Implement Required Parental Involvement Policy Components

1. M.S. 443 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. M.S. 443 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

3. M.S. 443 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. M.S. 443 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
5. M.S. 443 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the M.S. 443 on __mm/dd/yy_____ and will be in effect for the period of __one year_____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____September 30, 2010_____.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

School Responsibilities

M.S. 443 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: Through highly qualified teachers and a curriculum that engages all levels of learners.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: November and February according to dates put forward by the DOE
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Quarterly Report Cards and Progress Reports
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent Teacher Conferences, Curriculum Teas, and privately scheduled appointments.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: The Parent Coordinator will assist parents who wish to volunteer in the school and observe classes.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We will look at the following to gather data and make informed planning and assessment decisions:

Conference notes from the teachers

Intervention Logs and notes from specialists and classroom teachers

School Grow Report which show standardized exam data

School Report Card that breaks standardized exam and special needs data into subgroups.

Princeton Review Exams

Notes from grade, departmental and faculty meetings

Student Portfolios

Assessment of the implementation of current Individualized Education Plans

Review profile of IEP students strengths and weaknesses

Professional Development meetings that focus on student work and differentiation of instruction

Parental input from Leadership Team and PTA meetings.

2. **Schoolwide reform strategies that:**

Both teachers and administrator share the belief that all students can learn and can reach their full potential. We focus on meeting the needs of each student's individual learning style, having a small ratio of staff to students, and using the arts and the core practices of expeditionary learning to help our students master the curriculum. New Voices provides innovative opportunities for children to grow and learn through a range of modalities by the integration of the arts into the core curriculum.

- Students spend much of their time engaged in learning expeditions, which are in-depth studies of a single topic or theme such as body systems, the civil right movement, or the Constitution.
- Explicit literacy strategies of reading and writing are taught in all subject areas.
- Teachers collaborate to design learning experiences that align with New York City and state standards and to assess their own instructional work and the work of their students.
- Structures like block scheduling and common planning time for teachers make it possible to facilitate our work.

To foster a culture of respect and high standards, students work in homogeneous and heterogeneous groups, are provided with differentiated instructional lessons and materials. To strengthen our school culture, all students participate in school wide morning meetings, advisory groups that focus on school and adolescent issues, elective clubs during and after school hours. Throughout the school, student work is celebrated and displayed.

Current strategies for improving instruction and student performance in English Language Arts include the implementation of a Balanced Literacy approach which consists of: independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach continues at New Voices as is the basis for the uniform citywide literacy program. Classroom libraries have been organized and are enhanced continually throughout the year as we accumulate multi-level books and materials to match the diverse learning levels and styles of our population. Assessment of students is a priority and we continue to focus on its impact on instruction. Teachers use formal and informal assessment tools. Throughout the year students use rubrics and New Standards based criteria to evaluate their work and create portfolios. Through the hiring of a literacy coach we continue to support literacy instruction with the most innovative methodologies.

We work to enhance the quality of teaching and the knowledge of our staff regarding Performance Standards in Balanced Literacy, Math and all content areas. We have a Literacy Coach, Aussie, Math Coach and two Intervention Specialists that not only provide support for the children but also professional development and support to all of our teachers in the areas of at-risk and special needs interventions, enrichment and differentiation of instruction.

3. **Instruction by highly qualified staff.**

Staff members must be highly qualified according to NCLB Standards

4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals** (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is coordinated and provided weekly by the Principal, Assistant Principal, Coaches, Intervention Specialists and Aussie. The main objectives of the professional development are to combine ideas on effective planning for teachers, identify different ways to assess learning, develop curricula and instructional materials, provide academic intervention guidelines, and to assess teacher and student needs.

New Voices has developed unique collaborations with school networks and community based organizations to promote the academic, artistic, and social development of our students. Our current collaborations and partnerships include:

- New York City Outward Bound
- The Brooklyn Museum of Art
- Theater For A New Audience

- New Victory Theater
- New York University Dance Program
- Center For Arts Education
- Aussie

5. **Strategies to increase parental involvement through means such as family literacy services.**

Parent outreach and involvement remains a priority at MS 443. September grade teas inform parents of grade curriculum and expectations. Monthly newsletters will keep parents informed of specific needs of the class and how they can assist as well as keeping them up to date on the curriculum.

Monthly Parent Workshops and visits to the classrooms facilitated by the coaches and parent coordinator. Monthly ELL Adult Book clubs will be held to inform and educate parents. The school has also adopted a mass email system to keep parents abreast of upcoming events.

6. **Measures to include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

7. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards** are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

8. **Coordination and integration of Federal, State, and local services and programs**, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your 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). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

THERE ARE NO STUDENTS FOR THE CURRENT YEAR

2. Please describe the services you are planning to provide to the STH population.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	New Voices School of Academic & Creative Arts					
District:	15	DBN:	15K443	School		331500010443

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.6	94.9	94.6
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.3	99.1	98.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	145	153	178	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	148	149	155		74.6	81.6	56.8
Grade 8	131	150	151				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	1
Grade 12	0	0	0				
Ungraded	2	2	2	Recent Immigrants - Total Number:			
Total	426	454	486	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	8	7	3
# in Collaborative Team Teaching (CTT) Classes	35	36	42	Superintendent Suspensions	9	3	0
Number all others	46	49	59				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	32	33	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	4
# receiving ESL services only	12	12	TBD				
# ELLs with IEPs	0	5	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	2	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	65.6	72.7	85.3
				% more than 5 years teaching anywhere	65.6	66.7	76.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	91.0	97.1
American Indian or Alaska Native	0.2	0.4	0.6	% core classes taught by "highly qualified" teachers	91.6	85.9	94.4
Black or African American	19.0	16.5	15.8				
Hispanic or Latino	47.7	49.6	49.2				
Asian or Native Hawaiian/Other Pacific	7.5	6.2	3.9				
White	25.6	27.3	29.6				
Male	34.5	32.4	34.0				
Female	65.5	67.6	66.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	71.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN409	District 15	School Number 443	School Name New Voices
Principal Frank Giordano		Assistant Principal Laurie Cianciotta	
Coach Catherine Tappitake		Coach	
Teacher/Subject Area Ghazi Albuliwi		Guidance Counselor Dina Miller	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Enid Parra	
Related Service Provider		Other	
Network Leader Neil Opromalla		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	486	Total Number of ELLs	8	ELLs as Share of Total Student Population (%)	1.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

For the 2010-2011 school year, New Voices (Middle School 443) will employ the services of a full time state certified ESL teacher. M.S. 443 will utilize a Push-In model that allows for ESL instruction to be integrated with Reading in the content areas. Students are placed in classes through the grades and receive this service. The classes follow a Block Program for the academic subjects, which are departmentalized. This is employed for both special education and general education ELLs. The push in schedule is set up by the administration to ensure that the mandated number of minutes is adhered to. Students are also empowered to express observations, state opinions and draw conclusions during classroom lessons and activities. Implementation of the Push-in model allows for optimal "Scaffolding" to take place as students move from subject to subject. In addition to the Push-in model, the following instructional approaches will also be utilized: TPR (Total Physical Response), Language Experience, Cooperative Learning, Natural Approach, Whole Language and ESL. One on one instructional planning will also take place to align classroom lessons and activities.

The process for identification for ELL's is as follows:

Once a child is admitted to the NYC school system, the parents are involved in the decision-making process. Parents are given the Home Language Survey (HLIS) to identify the child's dominant language. Also employed are informal oral interview in English and in the native language and the Language Assessment Battery Revised. Translators, including school secretary and paraprofessionals are available to translate and help administer the HLIS along with Ghazi Albuliwi to determine language dominance.

If a child is identified as dominant in any language other than English, then the Language Battery Assessment (LAB-R) is administered within 10 days of enrollment by Ghazi Albuliwi to determine eligibility for ESL or bilingual services. If a child is eligible they will be evaluated annually by administration of the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency. An analysis of the results is done by the Team at the conclusion of each testing cycle.

Once children are determined eligible for services an entitlement letter is sent home and parents are invited to an orientation. The orientation is conducted by Ghazi Albuliwi and Enid Parra, licensed pedagogue and the parent coordinator, to support parents in decision making. This is to ensure that the parents understand the program, process outreach plan and timelines. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections. It has been a trend that all parents select free standing ESL services. These forms are collected and then filed in a locked cabinet and the ESL teachers are responsible for maintaining the files. Any parent that does not attend the orientation is reached out to by the parent coordinator to set up a private meeting. At the middle school level, most students that are in the ESL program have articulated to MS 443 as ESL students.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	1		1	7		3					8
Total	1	0	1	7	0	3	0	0	0		8

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The process for identification for ELL's is as follows:

Once a child is admitted to the NYC school system, the parents are involved in the decision-making process. Parents are given the Home Language Survey (HLIS) to identify the child's dominant language. Translators, including school secretary and paraprofessionals are available to translate and help administer the HLIS along with Norma Levine and/or Lauren Sweeney, licensed pedagogues to determine language dominance.

If a child is identified as dominant in any language other than English, then the Language Battery Assessment (LAB-R) is administered within 10 days of enrollment by Norma Levine and/or Lauren Sweeney, licensed pedagogues, to determine eligibility for ESL or bilingual services. If a child is eligible they will be evaluated annually by administration of the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency.

Once children are determined eligible for services an entitlement letter is sent home and parents are invited to an orientation. The orientation is conducted by Ghazi Albuliwi and Enid Parra, licensed pedagogue and the parent coordinator to support parents in decision making. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections. It has been a trend that all parents select free standing ESL services. These forms are collected and then filed in a locked cabinet and the ESL teachers are responsible for maintaining the files. At the middle school level, most students that are in the ESL program have articulated to MS 443 as ESL students

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

Plan for SIFE

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for Long Term ELLs

Long term ELL's are dispersed throughout grades 6-8. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Targeted AIS instruction based on need.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Student goal setting to differentiate instruction

Plan for Special Needs Students

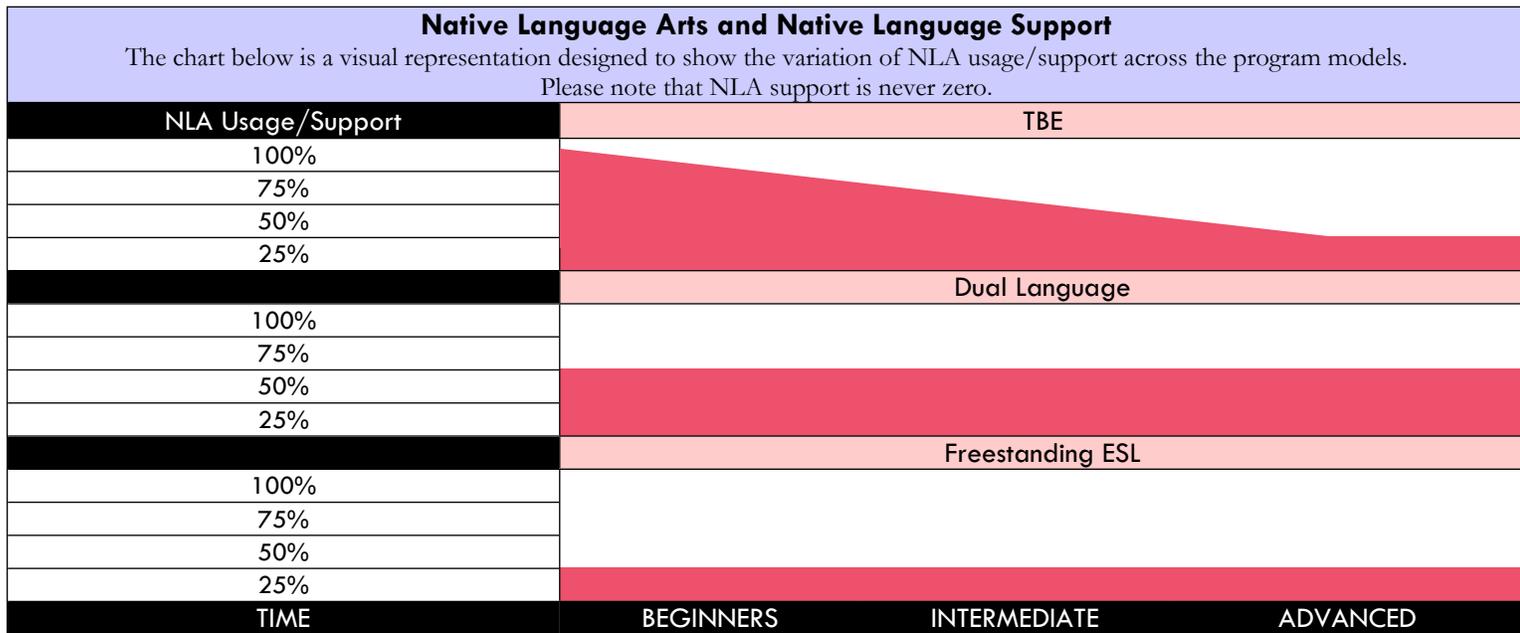
50% of our ELL's receive special education services as well. Our plan for this subgroup is:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Extended Day Program:** Our ESL students are encouraged and registered in our extended day program with their literacy and math teachers, and ESL teacher. They also take part in all enrichment activities.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Spring Musical, Winter Concert and other artistic performances. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Parent Handbook. Additionally, interpretation services are a daily help in communication between school staff and parents.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is provided by school staff and empowerment support staff. Each year 7.5 hours of ELL training is provided as follows:

- **School Staff:** Within the schools Professional Development program, the focus is on:
 - The literacy needs of our ELL population within the prescription of the Teacher's College units of study.
 - Sessions are also given in Math to scaffold instruction through the use of manipulatives.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible in the upper grades.
 - Staff members attend professional development provided by the ESO network and turnkey to staff members.
- **Support Personnel:** Workshops taken by teachers on our ESL staff have included:

- o Scaffolding in the content areas
- o Native Language Literacy Development
- o Differentiation in the ESL classroom
- o ESL in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
- o Quality Teaching Workshop series, which our classroom teachers and ESL teachers, have attended over the last few years.
- o Wilson Program for Special Education teachers.
- Professional development is offered to all staff including assistant principal, school psychologist, paraprofessionals, secretaries and the parent coordinator.

All records of any training are maintained in the administrative offices.

ELL's receive support from the guidance counselor in choosing high schools that best meet their needs based on interest, academic success and familiarity with the language.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

ELL Parent involvement is poor. Parents are surveyed by the parent coordinator to assess their needs. Those involved parents of ELL students have expressed a need for workshops to help them better assist their children. Newly enrolled parents of ELLs will be provided with an initial orientation session explaining state standards, assessments, school expectations and the general instructional program. Additional parent meetings and workshops will be held throughout the year to address various issues and concerns. September: General Orientation and Parent/Student Handbook Overview; November: Assessment, Standards and Report Cards; January: Helping Students @ Home; March: Monitoring Student Progress; May: Promotional Criteria. Parents of LEP/ELL students who need instruction and support in English themselves will also be invited to attend monthly Parent ESL Reading Club. We have no partnerships with outside organizations.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	2	2				
	I							1	1					

	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6					3				3
7					3				3
8					2				2
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Out of a total of 12 ELL students, 10 are Advanced, 1 is Intermediate and 1 is a Beginner.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Listening/Speaking skills that holding half our ESL students back from the proficiency level.
- The majority of these students are in the advanced level for Reading/Writing.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with vocabulary.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Develop and implement a test preparation program that will specifically target ELL's.
- Collaboration between classroom teachers and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated

instruction

- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with ESL teachers to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/2010
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/2010
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 15K443

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	207,218	129,688	336,906
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,079	1,297	3,358
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,361	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20,722	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

General Expectations

M.S. 443 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Description of How School Will Implement Required Parental Involvement Policy Components

1. M.S. 443 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. M.S. 443 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. M.S. 443 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. M.S. 443 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
5. M.S. 443 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the M.S. 443 on __mm/dd/yy_____ and will be in effect for the period of __one year____. The school will distribute this policy to all parents of participating Title I, Part A children on or before ____September 30, 2010_____.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

School Responsibilities

M.S. 443 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Through highly qualified teachers and a curriculum that engages all levels of learners.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November and February according to dates put forward by the DOE
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Quarterly Report Cards and Progress Reports
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent Teacher Conferences, Curriculum Teas, and privately scheduled appointments.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: The Parent Coordinator will assist parents who wish to volunteer in the school and observe classes.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We will look at the following to gather data and make informed planning and assessment decisions:

Conference notes from the teachers

Intervention Logs and notes from specialists and classroom teachers

School Grow Report which show standardized exam data

School Report Card that breaks standardized exam and special needs data into subgroups.

Princeton Review Exams

Notes from grade, departmental and faculty meetings

Student Portfolios

Assessment of the implementation of current Individualized Education Plans

Review profile of IEP students strengths and weaknesses

Professional Development meetings that focus on student work and differentiation of instruction

Parental input from Leadership Team and PTA meetings.

2. Schoolwide reform strategies that:

Both teachers and administrator share the belief that all students can learn and can reach their full potential. We focus on meeting the needs of each student's individual learning style, having a small ratio of staff to students, and using the arts and the core practices of expeditionary learning to help our students master the curriculum. New Voices provides innovative opportunities for children to grow and learn through a range of modalities by the integration of the arts into the core curriculum.

- Students spend much of their time engaged in learning expeditions, which are in-depth studies of a single topic or theme such as body systems, the civil right movement, or the Constitution.
- Explicit literacy strategies of reading and writing are taught in all subject areas.
- Teachers collaborate to design learning experiences that align with New York City and state standards and to assess their own instructional work and the work of their students.
- Structures like block scheduling and common planning time for teachers make it possible to facilitate our work.

To foster a culture of respect and high standards, students work in homogeneous and heterogeneous groups, are provided with differentiated instructional lessons and materials. To strengthen our school culture, all students participate in school wide morning meetings, advisory groups that focus on school and adolescent issues, elective clubs during and after school hours. Throughout the school, student work is celebrated and displayed.

Current strategies for improving instruction and student performance in English Language Arts include the implementation of a Balanced Literacy approach with consists of: independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student readying and writing conferences. This approach continues at New Voices as is the basis for the uniform citywide literacy program. Classroom libraries have been organized and are enhanced continually throughout the year as we accumulate multi-level books and materials to match the diverse learning levels and styles of our population. Assessment of students is a priority and we continue to focus on its impact on instruction. Teachers use formal and informal assessment tools. Throughout the year students use rubrics and New Standards based criteria to evaluate their work and

create portfolios. Through, the hiring of a literacy coach we continue to support literacy instruction with the most innovative methodologies.

We work to enhance the quality of teaching and the knowledge of our staff regarding Performance Standards in Balanced Literacy, Math and all content areas. We have a Literacy Coach, Aussie, Math Coach and two Intervention Specialists that not only provide support for the children but also professional development and support to all of our teachers in the areas of at-risk and special needs interventions, enrichment and differentiation of instruction.

3. Instruction by highly qualified staff.

Staff members must be highly qualified according to NCLB Standards

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is coordinated and provided weekly by the Principal, Assistant Principal, Coaches, Intervention Specialists and Aussie. The main objectives of the professional development are to combine ideas on effective planning for teachers, identify different ways to assess learning, develop curricula and instructional materials, provide academic intervention guidelines, and to assess teacher and student needs.

New Voices has developed unique collaborations with school networks and community based organizations to promote the academic, artistic, and social development of our students. Our current collaborations and partnerships include:

- New York City Outward Bound
- The Brooklyn Museum of Art
- Theater For A New Audience
- New Victory Theater
- New York University Dance Program
- Center For Arts Education
- Aussie

5. Strategies to increase parental involvement through means such as family literacy services.

Parent outreach and involvement remains a priority at MS 443. September grade teas inform parents of grade curriculum and expectations. Monthly newsletters will keep parents informed of specific needs of the class and how they can assist as well as keeping them up to date on the curriculum.

Monthly Parent Workshops and visits to the classrooms facilitated by the coaches and parent coordinator. Monthly ELL Adult Book clubs will be held to inform and educate parents. The school has also adopted a mass email system to keep parents abreast of upcoming events.

6. **Measures to include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

7. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards** are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

8. **Coordination and integration of Federal, State, and local services and programs**, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated

Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			174,056	✓	15,16,17,18
Title I, Part A (ARRA)	Federal	✓			125,391	✓	15,16,17,18
Title II, Part A	Federal			✓	0	NA	
Title III, Part A	Federal			✓	0	NA	
Title IV	Federal			✓	0	NA	
IDEA	Federal	✓			88,392	✓	15,16,17,18
Tax Levy	Local	✓			2,950,722	✓	15,16,17,18

