



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: NEW VOICES SCHOOL OF ACADEMIC & CREATIVE ARTS

DBN: 15K443

PRINCIPAL: FRANK GIORDANO

EMAIL: FGIORDA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Frank Giordano	*Principal or Designee	
Ghazi Albuliwi	*UFT Chapter Leader or Designee	
Gina Stormont	*PA/PTA President or Designated Co-President	
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	
Peter Kreutzer	Parent Member SLT	
Kristin Krase	Parent Member SLT	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2013, the medium adjusted growth percentile for all students, exclusive of students with disabilities, will increase by 3.0 as measured by raw score to proficiency conversions on the 2013 NYS ELA exam and reported on the NYC Progress Report.

Comprehensive needs assessment

- The medium adjusted growth percentile dropped from 72.0 to 69.0 from the 2011 to 2012 NYS ELA exams thus indicating that our students performed better than 69% of their same age, same grade level peers who scored the same as they did the prior school year.

Instructional strategies/activities

Strategy #1:

- a. Students in grades 6-8 will complete two ELA tasks that require them to read and analyze informational texts and write opinions and/or arguments in response. Preparation for and the administration of these tasks will support students in achieving success on the NYS ELA exam.
- b. All Humanities teachers, literacy coach, principal, special educators, CFN 409 staff
- c. Above staff will be involved in creating two performance tasks strategically aligned to the common core learning standards. Staff will participate in professional development focused on task design and understanding the Depth of Knowledge (DOK) matrix to ensure high quality tasks. Teachers will design the task based on the unit of study, and prior student assessments and needs. All above staff will be led by the literacy coach in the scoring of the tasks utilizing a teacher created rubric designed by grade level teams. Results will be analyzed during professional development and will impact lesson plans and small group instruction.
- d. Task #1 will be implemented in early January and scored by the end of January. Results will be analyzed and used to revise literacy units of study and group students for small group instruction. Task #2 will be implemented in late May and scored in early June. Results will be analyzed and utilized during June planning sessions to focus curriculum mapping for the following school year.

Strategy #2:

- a. Administration will utilize a common lens for instruction in order to set clear expectations and to provide evidence based feedback to teachers resulting from frequent classroom observations to ultimately improve instruction and impact student achievement. We will focus on improving questioning techniques to engage students in higher level conversations resulting in critical thinking.
- b. All Humanities teachers, literacy coach, principal, special educators, CFN 409 staff
- c. PD will be provided to staff focused on the questioning domain of a teacher effectiveness rubric. Staff will be informally observed on their questioning and discussion techniques to determine the needs of the teachers resulting in appropriate professional development. Humanities teachers meet weekly to select complex non-fiction, grade level; shared reading texts that are aligned to social studies and science curriculum and develop DOK aligned questions to support higher level thinking and learning. Administration will continue to provide feedback on questioning techniques through informal observation process.
- d. At November PD staff will learn expectations specific to improving questioning and discussion techniques. Staff will be engaged in frequent cycles of informal observations from December to May. Humanities teachers will meet weekly to plan and share best practices.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funding will be provided by Fair Student Funding. The money will be used to support a Coach position, maintain At-Risk services for strugglers, purchase professional development services from AUSSIE, and to purchase materials to support the literacy program at New Voices.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2013, the medium adjusted growth percentile for all students, exclusive of students with disabilities, will increase by 3.0 as measured by raw score to proficiency conversions on the 2013 NYS Math exam as reported on the NYC Progress Report.

Comprehensive needs assessment

- While our medium adjusted growth percentile rose from 2011 to 2012, 55.0 to 69.0, our overall school results lag behind the progress made by the students in the lowest third, 75.0. In addition, from 2010 to 2012 there has not been much growth in this area. The school rose from 68.0 to 69.0 between those two years. This data signifies that our students only scored 69% better than their same age, same grade level peers to scored the same as they did the prior school year.

Instructional strategies/activities

Strategy #1:

- a. Students in grades 6-8 will complete two Math tasks that require them to read and analyze data in order to solve a problem. Preparation for and the administration of these tasks will support students in achieving success on the NYS Math exam.
- b. All Math teachers, assistant principal, special educators, CFN 409 staff
- c. Above staff will be involved in creating two performance tasks strategically aligned to the common core learning standards. Staff will participate in professional development focused on task design and understanding the Depth of Knowledge (DOK) matrix to ensure high quality tasks. Teachers will design the task based on the unit of study, and prior student assessments and needs. All above staff will be led by the assistant principal in the scoring of the tasks utilizing a teacher created rubric designed by grade level teams. Results will be analyzed during professional development and will impact lesson plans and small group instruction.
- d. Task #1 will be implemented in early January and scored by the end of January. Results will be analyzed and used to revise literacy units of study and group students for small group instruction. Task #2 will be implemented in late May and scored in early June. Results will be analyzed and utilized during June planning sessions to focus curriculum mapping for the following school year.

Strategy #2:

- a. Administration will utilize a common lens for instruction in order to set clear expectations and to provide evidence based feedback to teachers resulting from frequent classroom observations to ultimately improve instruction and impact student achievement. We will focus on improving questioning techniques to engage students in higher level thought processes resulting in critical thinking.
- b. All Math teachers, assistant principal, special educators, CFN 409 staff
- c. PD will be provided to staff focused on the questioning domain of a teacher effectiveness rubric. Staff will be informally observed on their questioning and discussion techniques to determine the needs of the teachers resulting in appropriate professional development. Math teachers meet weekly to select complex problems that are aligned to NYS Math curriculum and develop DOK aligned questions to support higher level thinking and learning. Administration will continue to provide feedback on questioning techniques through informal observation process.
- d. At November PD staff will learn expectations specific to improving questioning and discussion techniques. Staff will be engaged in frequent cycles of informal observations from December to May. Math teachers will meet weekly to plan and share best practices.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funding will be provided by Fair Student Funding. The money will be used to support a Coach position, maintain At-Risk services for strugglers, purchase professional development services from CFN 409, and to purchase materials to support the math program at New Voices.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2013, the percentage of all students with disabilities scoring at or above grade level (Level 3+4) will increase by 3% as measured by the 2013 NYS ELA exam.

Comprehensive needs assessment

- ELA scores for special needs children lags behind the overall population in total numbers of levels 3's and 4's. The total percentage of children at levels 3's and 4's is 70.9%, while the special needs children are as follows: 0% self-contained, 35.7% ICT, 46.8% SETSS.

Instructional strategies/activities

Strategy #1:

- a. Utilize flexible programs for students and provide professional development for staff to support "at risk" students and students with disabilities.
- b. All 6-8 Humanities teachers, principal, CFN 409 staff, school psychologist, speech therapist, guidance counselor
- c. Teachers will meet monthly to evaluate students' progress to determine their individual needs to create flexible programs. An action plan will be designed for each child which will detail the school's efforts to support the child academically and socially. Once all actions in the plan are carried out, the child's case will be reevaluation for discussion and future plans. The team periodically reflects on this process and makes the necessary revisions to be as supportive as they can to the students. Additionally, this team uses information learned about students' disabilities to make decisions about the types of professional support the staff needs.
- d. September to June

Strategy #2:

- a. Provide professional development focused on Universal Design for Learning (UDL) to support students with disabilities
- e. All Humanities teachers, principal, CFN 409 staff, school psychologist, speech therapist, guidance counselor
- b. CFN 409 provides professional development around UDL to administration. Administration and the teachers embed this information into whole school professional development and provide these strategies in action plans created for students. Teachers have an opportunity to try out these strategies with students and give feedback when discussing the progress of the individual child.
- c. From September to June teachers all staff assess the success of the strategies and the revise their plans accordingly.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funding will be provided by Fair Student Funding. The money will be used to support a Coach position, maintain At-Risk services for strugglers, purchase professional development services from AUSSIE, maintain an intervention position for 12:1 students in 8th grade, and to purchase materials to support the literacy program at New Voices.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Push In small group model during the regular Humanities 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	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, Science Coach, ESL and SETSS Teachers.		
Social Studies	Push In small group model during the regular Humanities 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, ESL and SETSS Teachers.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social, developmental and emotional issues are addressed in 1:1 group settings.		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Teachers are hired at New Voices through a highly selective recruitment process that seeks the best and brightest individuals who have broad backgrounds in addition to strong pedagogical and content backgrounds. We have utilized the Open Market system, NYC Fellows Program and direct recruitment from college teacher preparatory programs. The predominant hires have come through the Open Market System, where we can seek out and hire teachers that we have identified as exceptional Middle School pedagogues. Teacher retention has remains at a high level due to the culture and professional working conditions of the school.

When deciding on teacher assignments several factors are used. Sometimes factors are hard to measure; however, these factors are seen to be more directly related to the quality of teaching and learning than the traditional emphases on qualifications and years of experience. At New Voices the following are considered:

- Teacher expertise and proficiency in subject matter as it applies to the curriculum and student needs
- License area
- Ability to meet the age appropriate academic and emotional needs of the students
- Ability of teachers to work collaboratively with the other teachers on the grade
- Teacher creativity and autonomy

To insure highly qualified teachers we employ the following:

- Continuous professional development to update skills and knowledge through our CFN and school based coaching support that is based on training, practice and feedback
- Fostering an environment, both culturally and programmatically, that that encourages and allows teacher collaboration.
- Linking teacher development with the wider goals of the school
- Including teachers in the decision making process

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Neal Opromalla	District 15	Borough Brooklyn	School Number 443
School Name New Voices School of Academic & Creative			

B. Language Allocation Policy Team Composition [?](#)

Principal Frank Giordano	Assistant Principal Laurie Cianciotta
Coach none	Coach none
ESL Teacher Ghazi Albuliwi	Guidance Counselor Dina Miller
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Enid Parra
Related Service Provider Maria Germino	Other
Network Leader Neal Opromalla	Other

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	513	Total Number of ELLs	11	ELLs as share of total student population (%)	2.14%
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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 2011-2012 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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	10	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	0	1	10	0	2	0	0	0	11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
1	0	1	10	0	2	0	0	0	11	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	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									

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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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							4	4	2					10
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	4	4	3	0	0	0	0	11

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 dominancy.

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.

A. Programming and Scheduling Information

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.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

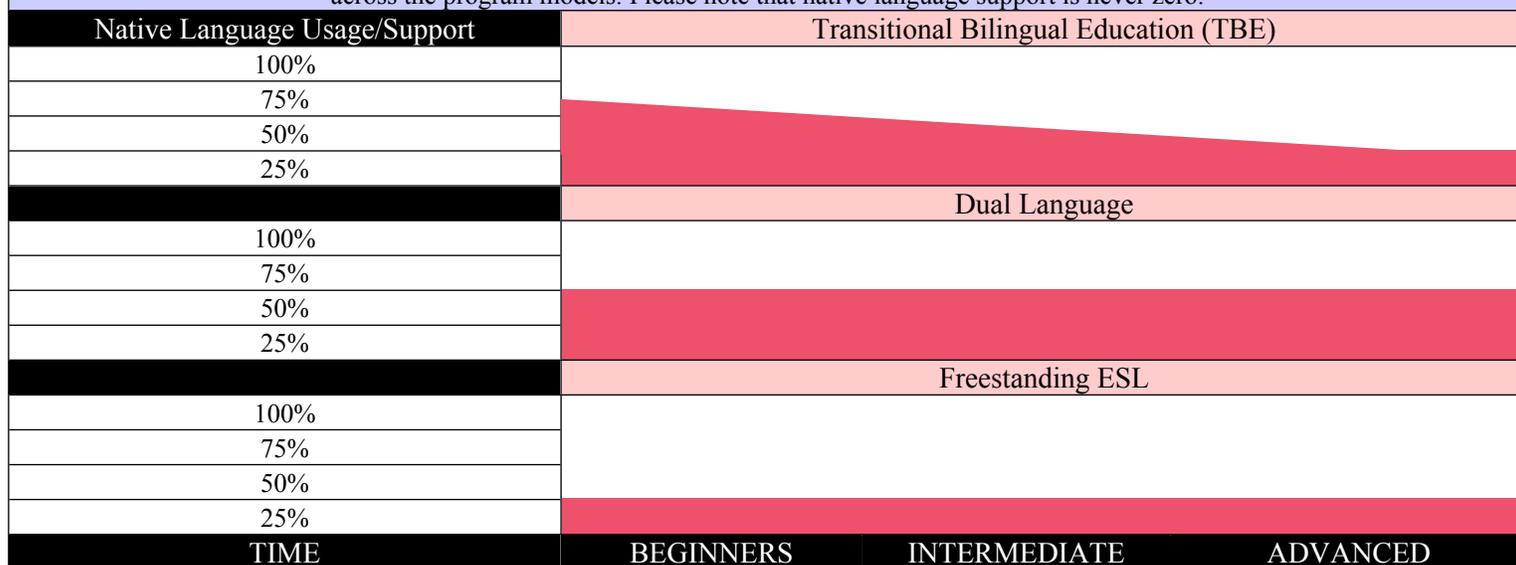
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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:
 - o The literacy needs of our ELL population within the prescription of the Teacher’s College units of study.
 - o Sessions are also given in Math to scaffold instruction through the use of manipulatives.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible in the upper grades.
 - o 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.

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1					1
Intermediate(I)									1					1
Advanced (A)							4	4	1					9
Total	0	0	0	0	0	0	4	4	3	0	0	0	0	11

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B									1				
	I									1				
	A							4	4	1				
	P													
READING/ WRITING	B									1				
	I									1				
	A							4	4	1				
	P													

NYS ELA

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank Giordano	Principal		1/1/01
Laurie Cianciotta	Assistant Principal		1/1/01
Enid Parra	Parent Coordinator		1/1/01
Ghazi Albuliwi	ESL Teacher		1/1/01
	Parent		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dina Miller	Guidance Counselor		1/1/01
Neal Opromalla	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15k443 **School Name:** New Voices

Cluster: 4 **Network:** 409

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.

