

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MS 443  
**DBN (i.e. 01M001):** 15K443  
**Principal:** FRANK GIORDANO  
**Principal Email:** [FGIORDA@SCHOOLS.NYC.GOV](mailto:FGIORDA@SCHOOLS.NYC.GOV)  
**Superintendent:** ANITA SKOP  
**Network Leader:** NEAL OPROMALLA

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

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Frank Giordano	*Principal or Designee	
Ghazi Albuliwi	*UFT Chapter Leader or Designee	
Michele Isreal	*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	
Laurie Cianciotta	Member/ Assistant Principal	
Angela Lopez	Member/ Assistant Principal	
Rose Beau	Member/ Parent	
Cindy Mulqueen	Member/ Parent	
Marcy Walsh	Member/ Parent	
Maureen Sullivan	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the percentage of all students scoring a Level 3 or Level 4 on both the New York State ELA assessment and the New York State Math assessment (all tested students inclusive of students with disabilities and English language learners) will increase by 5 percentage points as measured by the New York State assessments.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our 2013 Progress Report data shows that only 50.7% of students scored at or above a Level 3 on the New York State ELA exam. 49% scored a Level 3 or 4 on the New York State Math exam. Our students fared well in ELA compared to our peer schools and city schools (77.7% and 100 of the peer and city ranges respectively). In Math, we performed at 64.6% of our peer range and 100% of the city range. Our goal is to continue to raise the performance of all students.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development: PD will be provided on the following topics: Close Reading and text complexity; lifting the level of writing information, research-based, and argument essays; questioning and discussion in math; problem solving in math; developing rigorous, common-core aligned lesson plans; providing students with specific feedback that advances learning; effective instruction using the Danielson framework.
2. Analyzing Student Work: Teachers will develop and administer up to 4 tasks per year in reading and mathematics. After each task student work student work will be analyzed in teacher teams and next steps for instruction developed.
3. Collaborative Inquiry in Questioning and Discussion in Math: The teachers within the Mathematics department will study questioning and discussion techniques using the Danielson framework as well as other resources, leading to more effective teaching and greater conceptual understanding of math topics.
4. Academic Intervention Services: Teachers will provide targeted instruction on the Common Core State Standards in ELA and Math and test sophistication skills through both pull out as well as push in services to targeted students during the school day, and during extended school day services.

#### B. Key personnel and other resources used to implement each strategy/activity

1. The Principal, Assistant Principal, Literacy Coach, Literacy Staff Developer (consultant), Network Instructional Coaches.
2. The Principal, Assistant Principal, Math and Humanities teachers, Literacy Coach and Literacy Staff Developer.
3. The Principal, Assistant Principal, Math Department teachers.
4. All teachers, all departments.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observations of teacher practice by the Principal and Assistant Principal using the Danielson Framework will provide teachers with actionable feedback.
2. Literacy Tasks will be given in November, January, March, and May/June. Math Tasks will be given in December, February, and May/June. Following each administration, student work will be analyzed and next instructional steps developed.
3. Observation of teacher practice by the Principal and Assistant Principal, Advance Ratings, and analysis of student work.
4. Teachers will work with administrators to compare the rigors of the State Math test with the resources used in the after school program (such as ESL support, workbooks, and diagnostic assessments) to determine whether it was effective in supporting student performance.

#### D. Timeline for implementation and completion including start and end dates

1. September 2014 to June 2015
2. October 2014 to June 2015
3. November 2014 to June 2015
4. January 2014 to April 2015

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All Math and Humanities teachers have periods built into their schedules to work with small groups of identified struggling students. These students are part of their state MOSL bottom third group.
2. Teachers analyze student work during double period common planning time already programmed in teachers' schedules.

3. Students will be grouped according to need and level and serviced by all teachers.
4. Teachers will continue to develop formative and summative assessments which enable teachers to conduct a comprehensive item analysis of their students' strengths and weaknesses and adjust their curriculum accordingly.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Presentations are made regularly at PTA meetings on the Common Core Curriculum.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

## Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the median adjusted growth percentile for all students in both English Language Arts and Math will increase to 75 (from 65 to 75 in ELA and from 72 to 75 in Math) as measured by the New York State assessments.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Upon analyzing our data, we noticed a discrepancy between how students in the lowest third progress as compared to students who are at or above grade level standards in terms of performance. The median adjusted growth percentile in ELA for the lowest third in 2013 was 75 and in math it was 78. Our goal is to equalize progress for all students.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Push-in SETTS and ESL: SETTS and ESL teachers will support math instruction with direct and indirect services.
2. Professional Development: PD will be provided on the following topics: Close Reading and text complexity; lifting the level of writing information, research-based, and argument essays; questioning and discussion in math; problem solving in math; developing rigorous, common-core aligned lesson plans; providing students with specific feedback that advances learning; effective instruction using the Danielson framework.
3. Analyzing Student Work: Teachers will develop and administer up to 4 tasks per year in reading and mathematics. After each task student work will be analyzed in teacher teams and next steps for instruction developed.
4. Collaborative Inquiry in Questioning and Discussion in Math: The teachers within the Mathematics department will study questioning and discussion techniques using the Danielson framework as well as other resources, leading to more effective teaching and greater conceptual understanding of math topics.
5. Academic Intervention Services: Teachers will provide targeted instruction on the Common Core State Standards in ELA and Math and test sophistication skills through both pull out as well as push in services to targeted students during the school day, and during extended school day services.

#### B. Key personnel and other resources used to implement each strategy/activity

1. All teachers.
2. The Principal, Assistant Principal, Literacy Coach, Literacy Staff Developer (consultant), Network Instructional Coaches.
3. The Principal, Assistant Principal, Math and Humanities teachers, Literacy Coach and Literacy Staff Developer.
4. The Principal, Assistant Principal, Math Department teachers.
5. All teachers, all departments.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Frequent cycles of teacher observation during push-in SETSS and ESL periods will provide us with data on the effectiveness of this model.
2. Observations of teacher practice by the Principal and Assistant Principal using the Danielson Framework will provide teachers with actionable feedback.
3. Literacy Tasks will be given in November, January, March, and May/June. Math Tasks will be given in December, February, and May/June. Following each administration, student work will be analyzed and next instructional steps developed.
4. Observation of teacher practice by the Principal and Assistant Principal, Advance Ratings, and analysis of student work.
5. Teachers will work with administrators to compare the rigors of the State Math test with the resources used in the after school program (such as ESL support, workbooks, and diagnostic assessments) to determine whether it was effective in supporting student performance.

#### D. Timeline for implementation and completion including start and end dates

1. September 2014 to June 2015
2. October 2014 to June 2015
3. November 2014 to June 2015
4. January 2014 to April 2015
5. September 2014 to June 2015

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The ESL and SETTS teachers are scheduled to push-in during math and other subjects throughout each school day.
2. All Math and Humanities teachers have periods built into their schedules to work with small groups of identified struggling students. These students are part of their state MOSL bottom third group.
3. Teachers analyze student work during double period common planning time already programmed in teachers' schedules.
4. Students will be grouped according to need and level and serviced by all teachers.
5. Teachers will continue to develop formative and summative assessments which enable teachers to conduct a comprehensive item analysis of their students' strengths and weaknesses and adjust their curriculum accordingly.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Teachers scheduled extended parent teacher conferences with parents of students who scored a Level 1 or 2 on the Math test.
- Letters went home to all parents providing instruction on how to log in and use the schools Engrade system in order to track their child's progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

### Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the average student proficiency for all students with disabilities in grades 6-8 will increase by .2 in both ELA and Mathematics as measured by the New York state assessments.

#### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Upon analyzing our 2014 data, we noticed that 22.1% of our ICT students scored at or above Level 3 in ELA and 36.3% of SETSS students scored at or above Level 3. In Math 7.8% of ICT students scored at a a Level 3 or 4 with 30.3% of SETSS scoring at Level 3 or 4. A focused and strategic concentration on the progress of students with disabilities will provide them with the opportunities they need to be more successful in High School.

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### A. Strategies/activities that encompass the needs of identified subgroups

1. Push-in SETTS: SETTS teachers will support math instruction with direct and indirect services.
2. Professional Development: PD will be provided on the following topics: Close Reading and text complexity; lifting the level of writing information, research-based, and argument essays; questioning and discussion in math; problem solving in math; developing rigorous, common-core aligned lesson plans; providing students with specific feedback that advances learning; effective instruction using the Danielson framework.
3. Analyzing Student Work: Teachers will develop and administer up to 4 tasks per year in reading and mathematics. After each task student work student work will be analyzed in teacher teams and next steps for instruction developed.
4. Collaborative Inquiry in Questioning and Discussion in Math: The teachers within the Mathematics department will study questioning and discussion techniques using the Danielson framework as well as other resources, leading to more effective teaching and greater conceptual understanding of math topics.
5. Academic Intervention Services: Teachers will provide targeted instruction on the Common Core State Standards in ELA and Math and test sophistication skills through both pull out as well as push in services to targeted students during the school day, and during extended school day services.

##### B. Key personnel and other resources used to implement each strategy/activity

1. All teachers.
2. The Principal, Assistant Principal, Literacy Coach, Literacy Staff Developer (consultant), Network Instructional Coaches.
3. The Principal, Assistant Principal, Math and Humanities teachers, Literacy Coach and Literacy Staff Developer.
4. The Principal, Assistant Principal, Math Department teachers.
5. All teachers, all departments.

##### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Frequent cycles of teacher observation during push-in SETSS periods will provide us with data on the effectiveness of this model.
2. Observations of teacher practice by the Principal and Assistant Principal using the Danielson Framework will provide teachers with actionable feedback.
3. Literacy Tasks will be given in November, January, March, and May/June. Math Tasks will be given in December, February, and May/June. Following each administration, student work will be analyzed and next instructional steps developed.
4. Observation of teacher practice by the Principal and Assistant Principal, Advance Ratings, and analysis of student work.
5. Teachers will work with administrators to compare the rigors of the State Math test with the resources used in the after school program (such as ESL support, workbooks, and diagnostic assessments) to determine whether it was effective in supporting student performance.

##### D. Timeline for implementation and completion including start and end dates

1. September 2014 to June 2015
2. October 2014 to June 2015
3. November 2014 to June 2015
4. January 2014 to April 2015
5. September 2014 to June 2015

##### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The SETTS teachers are scheduled to push-in during math and other subjects throughout each school day.
2. All Math and Humanities teachers have periods built into their schedules to work with small groups of identified struggling students. These students are part of their state MOSL bottom third group.
3. Teachers analyze student work during double period common planning time already programmed in teachers' schedules.
4. Students will be grouped according to need and level and serviced by all teachers.
5. Teachers will continue to develop formative and summative assessments which enable teachers to conduct a comprehensive item analysis of their students' strengths and weaknesses and adjust their curriculum accordingly.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Teachers scheduled extended parent teacher conferences with parents of students who scored a Level 1 or 2 on the ELA test.
- Parents of students receiving RTI/AIS services were provided letters explaining the services.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

## Goal and Action Plan #4

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 #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 4. Timeline for implementation and completion including start and end dates**  
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
6.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

## Goal and Action Plan #5

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 4. Timeline for implementation and completion including start and end dates**  
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
6.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	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.	Small Group	During the school day
<b>Mathematics</b>	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.	Small Group	During the school day
<b>Science</b>	Small group, target instruction before or after school and/or during the lunch periods for intense instructional support in science content and lab work with an emphasis on formulating hypothesis and data analysis. Provided by Science department staff.	Small Group	During the school day
<b>Social Studies</b>	See ELA (above). MS 443 is a Humanities school.	Small Group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Social, developmental and emotional issues are addressed in 1:1 group settings.	1:1	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
		<b>X</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.  
N/A

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).  
N/A

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>443</b>
School Name <b>New Voices School of Academic &amp; Creative</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Frank Giordano</b>	Assistant Principal <b>Laurie Cianciotta</b>
Coach <b>none</b>	Coach <b>type here</b>
ESL Teacher <b>Ghazi Albuliwi</b>	Guidance Counselor <b>Dina Miller</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Enid Parra</b>
Related Service Provider <b>Maria Germino</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Neal Opromalla</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>540</b>	Total number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>2.41%</b>
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# Part II: 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE							5	4	4					13
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	5	4	4	0	0	0	0	13

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0								0
Dual Language	0	0								0
ESL	1	0		12			0			13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	1	0	0	12	0	0	0	0	0	13
Number of ELLs who have an alternate placement paraprofessional: _____										

**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							5	4	4					13
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	5	4	4	0	0	0	0	13

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	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
Spanish							5	4	4					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							5	4	4					13
Advanced (A)														0
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		5			5
7		4			4
8		4			4
NYSAA Bilingual (SWD)					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			5						5
7			4						4
8			4						4
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**Paste response to question here:**
4. For each program, answer the following:
  - a. 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?**Paste response to questions here:**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
**Paste response to question here:**
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
**Paste response to question here:**
7. 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?**Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**Paste response to question here:**

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 For the 2013-2014 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 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 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.

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.  
**Paste response to question here:**
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
**Paste response to question here:**
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.  
**Paste response to question here:**
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**Paste response to question here:**
6. 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.) 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.   
**Paste response to question here:**

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

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.

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)?

**Paste response to questions here:**

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 foster language development and meet the demands of the Common Core Learning Standards.

**Paste response to question here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- 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 former ELLs (in years 1 and 2 after testing proficient).

**Paste response to questions here:**

7. 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?

**Paste response to question here:**

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

**Paste response to question here:**

**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:	0		
Social Studies:	0		
Math:	0		

### 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

Science:	0			

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

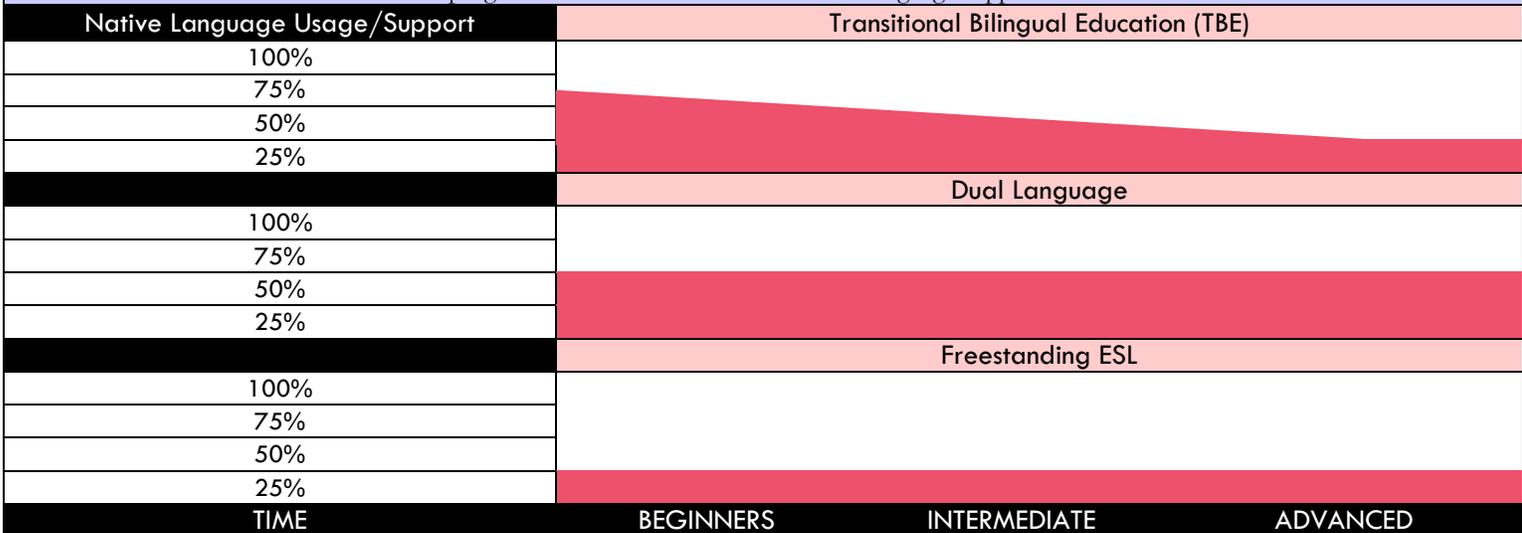
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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

9. 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.

#### **E. 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 response to question 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		10/4/13
Laurie Cianciotta	Assistant Principal		10/4/13
Enid Parra	Parent Coordinator		10/4/13
Ghazi Albuliwi	ESL Teacher		10/4/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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**

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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

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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.

