

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**29Q356**

**School Name:**

**COMMUNITY VOICES MIDDLE SCHOOL**

**Principal:**

**TAMRA S. COLLINS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level:     Middle School     School Number (DBN):     29Q356      
School Type:     Public School     Grades Served:     6-8      
School Address:     145-00 Springfield Blvd. Springfield Gardens, NY 11413      
Phone Number:     718-977-6180     Fax:     718-977-6182      
School Contact Person:     Tamra S. Collins     Email Address:     tcollins@schools.nyc.gov      
Principal:     Tamra S. Collins      
UFT Chapter Leader:     Vanessa Hall      
Parents' Association President:     Cerrisa Thomas      
SLT Chairperson:     Vanessa Hall      
Student Representative(s):     n/a    

**District Information**

District:     29     Superintendent:     Lenon Murray      
Superintendent's Office Address:     222-14 Jamaica Avenue Rm. 217, Queens Village, New York 11428      
Superintendent's Email Address:     LMurray3@schools.nyc.gov      
Phone Number:     718-264-3146 ext. 217     Fax:     718-264-3148    

**Cluster and Network Information**

Cluster Number:     5     Cluster Leader:     Debra Maldonado      
Network Number:     535     Network Leader:     Ellen Padva

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tamra S. Collins	*Principal or Designee	
Vanessa Hall	*UFT Chapter Leader or Designee	
Cerrissa Thomas	*PA/PTA President or Designated Co-President	
Giovanni Jamieson	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	
Daniele DiChiara	Member/UFT	
Jason Rubinstein	Member/UFT	
Karen Ruiz	Member/UFT	
Kristina Downtin	Member/CSA	
Donna Lewis	Member/ Parent	
Sarah Smalls	Member/Parent	
Justine Phillips	Member/Parent	
David Mitchell	Member/Parent	
Simona Francis	Member/Parent	
LaKaisha Facey	Member/Parent	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of Community Voices Middle School (CoVo) is to prepare students for high school, college, and their future careers, and empower them to become advocates for social justice. Through a rigorous literacy approach reading, writing, speaking, and listening across academic disciplines, we enable students to access knowledge needed to create action plans that address issues which impact their lives locally and globally. We provide opportunities for young adults to develop critical thinking skills, problem solving skills, and the confidence in their ability to act on what they believe. In order to achieve our mission we have three core values (achievement, collaboration, and character), to help our students become ready, not only for high school, but college and their careers.

CoVo is comprised of 5% English Language Learners (ELLs), 20% Students with Disabilities (SWDs), 64% Free and Reduced Lunch, 92% Black, 6% Hispanic and 2% Other. The total number of students enrolled at CoVo is 466.

CoVo is a social justice school. We teach and encourage the students to use their voices to collaborate with their peers to be the change they want to see in the world. To support our school focus, our students have classes such as law, journalism, and civics. Each grade at CoVo has a specific focus and is named after a leader representing that focus: 6<sup>th</sup> grade-The Barack Obama Academy for Community and Leadership; 7<sup>th</sup> grade is the Shirley Chisholm Academy for Empowerment and Social Change; and, 8<sup>th</sup> grade is the Nelson Mandela Academy for Global Change.

CoVo is in its fourth year as a school. Since CoVo added a grade in each consecutive year, this has posed a challenge related to the hiring of new teachers and sustaining quality professional learning opportunities. To address this concern two initiatives have been established. Teachers participate in a collaborative data inquiry structure to look at student work and develop strategies to design rigorous instruction that supports student achievement. A second initiative is Kid Talk where the grade teams meet weekly to engage in collaborative dialogue about individual students that may be struggling academically or emotionally. This structure has helped teachers understand the *whole* student and has enabled them to develop a resource of strategies for supporting all students.

CoVo has made significant progress in closing the achievement gap with students. The area in which the school has made the most growth is the NYS ELA results across grades. According to the NYC Department of Education (NYCDOE) 2012-13 Progress Report, we had 51% growth in English Language Arts (ELA). This year, according to the NYCDOE School 2013-14 Quality Guide, we had 65% growth in ELA. This represents a 14% increase in student progress based on the NYS ELA test. In addition, the school has made significant growth in the NYS Math results across grades. According to the NYC Department Of Education 2012-13 Progress Report, we had 47% growth in Math. This year, according to the NYCDOE 2013-14 School Quality Guide, we had 59.5% growth in Math. This represents a 12.5% increase in student progress based on the NYS Math test. Although we have made progress, a key area of focus is to continue make a years' plus progress in ELA and Math in order to increase the number of students performing at or above standards.

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At CoVo teachers ensure that unit and lesson plans are appropriately aligned to Common Core Learning Standards and the New York Citywide Instructional Expectations. As a result, students are engaged in demanding tasks that cognitively challenge them. This was a strength evidenced in feedback from the New York City Quality Review Report for 2013-2014.

According to the New York State English Language Arts test performance outcomes 88% of our students are performing at a level 2 or level 1. Based on this data, a school-wide key area of focus is to enhance student engagement. In order to address the needs of all students, teachers create opportunities within lessons that promote high-level questioning, which challenge students to think critically.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will create rigorous lessons that incorporate higher-level questions which challenge students to think critically and engage in meaningful discussion. This will be measured by 85% of the teachers moving a minimum of one level on component 3b of the Danielson Framework for teaching.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: <ol style="list-style-type: none"> <li>1. Ensure that instruction is aligned to the Danielson Framework for Teaching with focus on Domain 3 component b.</li> <li>2. Provide differentiated professional development workshops that focus on questioning, accountable talk and student to student discussion, using the book <i>Making Thinking Visible</i> by Ron Ritchhart, Mark Church, Karin Morrison (2011), <i>Mentoring</i></li> </ol>	All teachers	August 2014 – June 2015	Principal, Assistant Principal, and Lead Teachers

<p><i>Minds Critical thinking wheels, and Kagan Structures.</i></p> <ol style="list-style-type: none"> <li>Build the capacity of teacher leaders to implement model classrooms in order to improve teacher practice aligned to the Danielson Framework.</li> <li>Weekly Administrative walkthroughs with feedback focused on questioning and student to student discussion.</li> </ol>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH):</p> <ol style="list-style-type: none"> <li>Provide push-in and pull-out intervention for students with disabilities</li> <li>Teacher lesson plans will incorporate multiple entry points for English Language Learners and students with disabilities aligned to the Common Core Learning Standards</li> <li>Provide at-risk students (students performing at a level 1) with AIS intervention program twice a week for pull out support.</li> </ol>	<p>ELL, Students with disabilities, At-risk students</p>	<p>August 2014- June 2015</p>	<p>Principal and Assistant Principal</p>
<p>Strategies to increase parent involvement and engagement:</p> <ol style="list-style-type: none"> <li>Communicate the instructional focus with parents during PTA meetings, on the school website, through school messenger and <i>backpack</i> notices, Curriculum Night, Skedula, and the monthly school calendar.</li> <li>Articulate the progress of students through our PBIS program, Parent-Teacher conferences, Parent Engagement Tuesdays, Skedula, and academic celebrations.</li> </ol>	<p>All teachers</p>	<p>August 2014- June 2015</p>	<p>School Leadership Team, Principal, Assistant Principal, and Parent Coordinator</p>
<p>Activities that address the Capacity Framework element of Trust</p> <ol style="list-style-type: none"> <li>Develop teacher leaders to provide inter-visitation opportunities; to facilitate professional development and to work with colleagues during common planning.</li> <li>Implement “collegial buddies” so that new teachers would be partnered with seasoned teachers for support and non-evaluative feedback.</li> <li>Provided differentiated professional development; data meetings with Principal; Instructional Cabinet made up of teachers and administrators working together to make instructional decisions that impact student achievement.</li> <li>Positive Behavioral and Intervention Supports (PBIS) program that recognizes both teacher and students for positively contributing to the school community – CoVo High Fives; CoVo C.H.E.E.R.S</li> <li>Provide students’ with a voice through student council, and students participate in student council.</li> <li>Continue strategies that enhance parent outreach and engagement.</li> </ol>	<p>All teachers</p>	<p>August 2014- June 2015</p>	<p>Principal, Assistant Principal, Deans, and Guidance Counselor, and Teacher Leaders</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We strategically aligned funds to support the instructional needs of the school. This is evident by assigning teachers to become teacher leaders through the New York City Teacher Incentive Fund; hiring of an English Language Arts consultant to improve teacher pedagogy; scheduling AIS pull-out for at risk students; allocating resources for Saturday Academy program and before/afterschool tutoring; scheduling embedded professional development for staff; conducting weekly instructional cabinet meetings.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 60% of the teachers would have engaged in at least two observation cycles that reflect teacher progress in moving a minimum of one level on the Danielson Framework for teaching in Domain 3 component b.

**Part 6b.** Complete in **February 2015**.

- |                                                                                                                   |  |     |  |    |
|-------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A strength in this area is that the school is dedicated to cultivating an inclusive environment where students voices are heard and they are able to develop their academic skills, strengths, and talents. The school cultivates the development of an overarching system and partnership that supports and sustain social and emotional development health by incorporating the following: our CoVo C.H.E.E.R positive behavioral and intervention support (PBIS) program, Behavior Coordination Team (review teacher referrals on a case by case basis to provide interventions and next steps to address students’ academic and social and emotional needs with a plan of action), our grade team “Kid Talk” protocol (designed for grade teams to engage in collaborative dialogue about individual students that may be struggling academically or emotionally), and student council. We also have a partnership with community based agencies who support our work with targeted students.

A priority area of focus is to provide and maintain a safe and nurturing environment. According to the NYCDOE School Learning Environment Survey 2013-2014, 72% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers and staff will recognize, reinforce and teach positive behaviors in order to maintain a safe and nurturing learning environment, evidenced by their participation in our school-wide Positive Behavioral Interventions and Supports (PBIS) program.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: <ol style="list-style-type: none"> <li>1. Provide professional development for staff on the purpose and implementation of PBIS.</li> <li>2. Develop and implement of the CoVo C.H.E.E.R.S rubric and</li> </ol>	All teachers	August 2014-June 2015	Principal, Assistant Principal, Guidance, Deans, Social Worker, and PBIS team

<p>PBIS handbook</p> <ol style="list-style-type: none"> <li>3. Collect and track teacher and student data for PBIS program</li> <li>4. Monitor the distribution of C.H.E.E.R.S by staff, as well as, track the students who are receiving C.H.E.E.R.S</li> <li>5. Conduct Behavior Coordination Team (BCT) bi-weekly meetings and develop action plans for students based on teacher referrals.</li> </ol>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups</p> <ol style="list-style-type: none"> <li>1. Identify at-risk students at the grade team meeting using data from the “Kid Talk” protocol and referred to the BCT team.</li> <li>2. BCT creates next steps ranging from behavior plan, AIS support, recommended services, to a referral to our community based agency.</li> <li>3. Participate in advisory designed to promote team building, self-esteem, character education, as well as, for cohorts of students to be known very well by at least on adult.</li> </ol>	All teachers and students	August 2014- June 2015	Principal, Assistant Principal, BCT (Social Worker, Guidance Counselor, Dean and Community Coordinator)
<p>Strategies to increase parent involvement and engagement</p> <ol style="list-style-type: none"> <li>1. BCT communicates and supports the parents with the services that the school is recommending for students.</li> <li>2. Encourage parents to check Skedula in order to keep abreast of students’ academic and behavioral progress.</li> <li>3. Use parent engagement Tuesdays to conference with parents about their child’s progress</li> </ol>	Parents and students	August 2014 – June 2015	Principal, Assistant Principal, BCT (Social Worker, Guidance Counselor, Dean and Community Coordinator) and Parent Coordinator
<p>Activities that address the Capacity Framework element of Trust</p> <ol style="list-style-type: none"> <li>1. PBIS C.H.E.E.R.S</li> <li>2. Advisory</li> <li>3. Grade Team “Kid Talk” protocol</li> </ol> <p>Behavior Coordination Team referral system</p>	All teachers and students	August 2014 – June 2015	Principal, Assistant Principal, BCT (Social Worker, Guidance Counselor, Dean and Community Coordinator) and Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We strategically aligned funds to support the instructional needs of the school. This is evident by setting aside funding for summer planning of PBIS; purchase Skedula; paper and ink to print CoVo C.H.E.E.R.S.; and professional development for the role out of PBIS. Human resources include: scheduling time for teachers to meet in grade teams, and for the Behavior Coordination Team to meet bi-weekly; scheduling time for Advisory in students’ programs, and providing training for teachers on Advisory.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 4. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will have 85% buy-in from teachers and students based on a review and evaluation of PBIS, using in-house teacher and student surveys.

**Part 6b.** Complete in **February 2015.**

- |                                                                                                                   |  |     |  |    |
|-------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| 3. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A strength in this area is that teachers use a variety of data sources including benchmark assessments, checklist, conference notes, and progress monitoring to inform lesson planning and make adjustments to address student needs, evidenced by feedback in the 2013-2014 New York City Quality Review Report.

According to the New York State English Language Arts test performance outcomes 88% of our students are performing at a level 2 or level 1. In Math, 93% of our students are performing at a level 2 or level 1. Based on this data, a key school-wide focus is for teachers to participate in a structured, inquiry based team that meets to discuss how to improve their techniques and student outcomes. Teachers will continue to use a variety of data sources to inform planning, that will foster student participation in their own learning by setting targeted goals.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will participate in structured, inquiry-based teams that promote improvement and refinement of teacher practices, based on data and student work. This will be measured by teacher observations, moving a minimum of one level on component 1e of the Danielson Framework for teaching, and an increase of a year’s plus progress in students’ performance on the New York State exams.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>10. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>11. Strategies to increase parent involvement and engagement</li> <li>12. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: <ol style="list-style-type: none"> <li>1. Bi-weekly data inquiry department meetings where teachers participate in the student work protocol to identify gaps in student learning, to improve instructional practices, and/or make adjustments to the curriculum.</li> <li>2. Ongoing differentiated professional development based on data inquiry cycle used in the book “Using Data to Improve</li> </ol>	All teachers	September 2014- June 2015	Principal, Assistant Principal, Teacher Leaders

<p>Learning for All” by Nancy Love</p> <ol style="list-style-type: none"> <li>Weekly data periods for teachers to track and review formative and summative data.</li> <li>Monthly data meetings with the principal to analyze summative and formative data and its impact on teaching and learning.</li> </ol>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH):</p> <ol style="list-style-type: none"> <li>Teachers use strategies from inquiry team to provide multiple entry points of ELLS and students with disabilities.</li> <li>Tiered tasks are designed to increase the confidence of ELLs and students with disabilities.</li> </ol>	ELLs and Students with Disabilities	September 2014 – June 2015	Principal, Assistant Principal, and teacher teams
<p>Strategies to increase parent involvement and engagement:</p> <ol style="list-style-type: none"> <li>Communicate student progress as a result of improved teacher pedagogy with parents during PTA meetings, on the school website, through school messenger and <i>backpack</i> notices, Curriculum Night, Skedula, and the monthly school calendar.</li> <li>Articulate the progress of students in the classroom through Parent-Teacher conferences, Parent Engagement Tuesdays, Skedula, and academic celebrations.</li> </ol>	All teachers and parents	September 2014- June 2015	Principal, Assistant Principal, and Parent Coordinator
<p>Activities that address the Capacity Framework element of Trust:</p> <ol style="list-style-type: none"> <li>Time for teachers to meet in professional learning communities</li> <li>Teacher-led inquiry teams</li> <li>Scheduled time in teacher programs to track student data</li> <li>Tuesday Parent engagement to provide parents with updates on students’ progress</li> </ol>	All teachers and parents	September 2014- June 2015	Principal, Assistant Principal, and Teacher Leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We strategically aligned funds to support the instructional needs of the school, evidenced by: scheduling time for teachers to meet in inquiry teams; providing an administrative period specifically for data tracking; providing teachers with a Peer instructional Coach and assistant principal to support data inquiry work; before/after school planning with teacher leaders and administration.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 60% of the teachers would have engaged in at least two observation cycles that reflect teacher progress in moving a minimum of one level on the Danielson Framework for teaching in Domain 1 component e.

**Part 6b. Complete in February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

7. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
8. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A strength in this area is that school leaders use both informal and formal observations, learning walks, and individual teacher conferences to monitor instructional practices and support teachers in multiple ways to improve their professional growth.

Based on the feedback from the 2013-2014 New York City Quality Review Report, we need to strengthen consistency across classrooms to improve individual and school-wide practices in impacting student achievement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 school leaders will conduct 4 group focused walkthroughs and provide individual and whole school feedback resulting in 100% teacher improvement in moving a minimum of one level in the Advance rating system.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>14. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>15. Strategies to increase parent involvement and engagement</li> <li>16. Activities that address the Capacity Framework element of Trust</li> </ol>			
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: <ol style="list-style-type: none"> <li>4. Use data collected from the focused walkthrough to design individualized professional development aligned to teacher needs.</li> <li>5. Professional development team will design on-going differentiated professional development workshops that address areas that need improvement based on data from walkthroughs.</li> <li>6. Use of Danielson Framework for Teaching to provide specific individual and whole group feedback.</li> </ol>	All teachers and students	September 2014- June 2015	Principal, Assistant Principal, and teacher leaders

7. Administrator will use elements from <i>Instructional Rounds</i> by Elizabeth City and Richard Elmore to improve our focused walkthroughs.			
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH): 9. Focus walkthroughs will result in improved pedagogy resulting in a supportive environment for ELLs and Students with disabilities. 10. Provide teachers with feedback and support for creating multiple entry points for ELLs and students with disabilities. 11. Track progress of teacher practices based on student data	ELLs and Students with disabilities	September 2014- June 2015	Principal and Assistant Principal
Strategies to increase parent involvement and engagement: 1. Communicate student progress as a result of improved teacher pedagogy with parents during PTA meetings, on the school website, through school messenger and <i>backpack</i> notices, Curriculum Night, Skedula, and the monthly school calendar. 2. Articulate the progress of students in the classroom through Parent-Teacher conferences, Parent Engagement Tuesdays, Skedula, and academic celebrations.	Teachers and Parents	September 2014- June 2015	Principal and Assistant Principal
Activities that address the Capacity Framework element of Trust: 1. Focused Walkthroughs include teacher leaders so that we are able to build teacher capacity 2. Instructional cabinet and the professional development team will work collaboratively to develop and turn-key professional development. 3. Teachers are receptive to feedback from administrators and will implement feedback given.	All teachers	September 2014- June 2015	Principal and Assistant Principal and teacher leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources needed to maintain and nurture teacher development are: funding for teacher leaders; funding to allow teacher leaders to participate in focused walkthroughs; funding for a Peer Instructional Coach through the New York City Teacher Incentive Fund; an ELA consultant to support literacy across the content areas; programing time for teachers to meet with school leaders to engage in professional conversations around instruction; before/after school planning for professional development.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

8. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, school leaders will conduct at least 2 focused walkthroughs that have impacted student achievement evidenced by 60% of the teachers showing growth in Advance rating system.

**Part 6b. Complete in February 2015.**

7. Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

8. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

12. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
13. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

CoVo makes it accessible for parents to attend meetings and celebrations by holding them at different times of day as per the 2013-2014 New York City Learning Environment Survey. This area of strength is a result of an active PTA who supports the school with our annual multi-cultural celebration, parent-teacher conferences, curriculum night, parent meet & greet, awards celebrations, school plays and performances, Turn-off your TV family game night, ELA and Math workshops, “Bring your Dad to School” day, and various parent workshops.

Based on last year’s attendance (2013-2014) at our school-wide events, parent participation was less than 25%. Our key focus is to increase parent attendance at school-wide events by 10%.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase parent involvement and engagement measured by a 10% increase in parent attendance at school-wide workshops and events.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>19. Strategies to increase parent involvement and engagement</li> <li>20. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: <ol style="list-style-type: none"> <li>1. Using our Tuesday parent engagement time to personally invite parents to school-wide events</li> <li>2. Continue to post new events on the school website in a timely manner so that parents can plan accordingly to attend events and workshops</li> </ol>	Parents	September 2014- June 2015	Principal and Parent Coordinator

Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups 9. Provide workshops for parents of students with disabilities and ELLs to support their academic progress.	Parents	September 2014- June 2015	Principal and Parent Coordinator
Strategies to increase parent involvement and engagement: 21. Parent Coordinator communicates and supports the parents with relevant information needed in order to increase participation at events. 22. Parents are encouraged to check Skedula to keep abreast with students' academic and behavioral progress 23. Use parent engagement Tuesdays to conference with parents about their child's progress and include information about school-wide events. 24. Celebrate and recognize parents at events for the role they play in the accomplishments of their students.	Parents and teachers	September 2014- June 2015	Principal and Parent Coordinator
Activities that address the Capacity Framework element of Trust 9. Parent Coordinator elicits feedback from parents about ways to increase parent engagement 10. Increase communication with parents and the school with the addition of Tuesday parent engagement.	Parents and teachers	September 2014- June 2015	Principal and Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed to support this action plan include: per session opportunities for staff to engage with parents; parent coordinator scheduling event; paper and ink to promote events; school messenger and school website; and Skedula.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 11. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 12. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, parent participation at school-wide events and workshops will increase by 5% measured by attendance at events and workshops.

**Part 6b.** Complete in **February 2015.**

10. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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11. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Performance levels on the New York State ELA assessment	ELA tutoring  Push-in/Pull-out  Achieve 3000 Reading Program  Saturday Academy – iReady test preparation	ELA tutoring  Push-in/Pull-out  Computer based Program  Tutoring; Computer based program	Before/ after school  School day  During the day, afterschool  Saturdays
<b>Mathematics</b>	Performance levels on the New York State Math assessment	Math tutoring  Push-in/Pull-out  Mathletics Program  Saturday Academy – iReady test preparation	Math tutoring  Push-in/Pull-out  Computer based Program  Tutoring; Computer based program	Before/ after school  School day  School day, after school  Saturdays
<b>Science</b>	Class assessments are below 65%	Tutoring	Small group instruction	After school
<b>Social Studies</b>	Class assessments are below 65%	Tutoring	Small group instruction	After school
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	BCT referral from Kid Talk	At-risk counseling and/or Referral to outside agency	One to one or group	School day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

Attend hiring fairs; Identify and recruit highly qualified teachers in all content areas; Principal and secretary will work closely with the network HR person to ensure that all non-highly qualified teachers will meet all required documents and assessment deadlines; Mentors will be assigned to support struggling and unqualified teachers; Send teachers to outside professional development to strengthen teacher practice; Collaboration with local colleges; Formal and informal observation to provide formative feedback and track teacher development; Administrators met with teachers in September and October to develop individual goals for the school year

**2b. 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).

Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform Initiatives; Provide job embedded professional development for staff regarding teacher effectiveness; and Use funds to hire curriculum specialist and consultants to work staff in developing engaging and rigorous instruction and curriculum

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The UFT chapter leader selects four teachers and the principal selects four teachers to participate on our school local Measure committee. The team consists of special education teachers, department specific teachers, and administrators. The committee meets at the beginning of the year and works collaboratively to make recommendations for teacher-level local measures. Once selections are made, the committee provides professional development to the entire staff.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$187,695	X	8-10; 11-12; 14-15; 17-18; 20-21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$2,973,498	X	8-10; 11-12; 14-15; 17-18; 20-21
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**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Community Voices Middle 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Community Voices Middle 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 the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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.

**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>29</b>	Borough <b>Queens</b>	School Number <b>356</b>
School Name <b>Community Voices Middle School</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>Tamra S. Collins</b>	Assistant Principal <b>Shamika Simpson</b>
Coach <b>Kristina Dowtin</b>	Coach <b>type here</b>
ESL Teacher <b>Myrtha Orphee</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</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>466</b>	Total number of ELLs	<b>22</b>	ELLs as share of total student population (%)	<b>4.72%</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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							6	8	8					22
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	6	8	8	0	0	0	0	22

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	2
SIFE	3	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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
Dual Language										0
ESL	15	3	2	4	0	0	3	0		22

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>	15	3	2	4	0	0	3	0	0	22
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*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							1		2					3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							5	7	5					17
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</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)							2	2	3					7
Intermediate(I)							1	4	2					7
Advanced (A)							3	2	3					8
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</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													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	2			4
7	7	2			9
8	5				5
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	4								4
7	9		1						10
8	6								6
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.  
Assessment tools used to assess early literacy skills of our ELLs include the LAB-R, Spanish LAB., and Longman Keystone placement test for an ESL baseline. We also use Acuity and Teacher Made Common Assessments to assess the students' learning. Our school's instructional plan is guided by this data as it allows us to strengthen areas of need.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on data patterns across proficiency levels on the ESL exams, we find lower proficiency in the R/W modalities among our students. Consequently, our students are offered the NL versions of Math and Science exam, but most of them opt out of using them, except to compare with the English version. Therefore, we have no data reflecting NL exam grades v. English version grades.
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 [AMAQ tool](#))  
To improve our ELLs' Reading and Writing we need to put increase time and focus on providing students with support, academic rigor and critical thinking skills. They will be given plenty of tasks to enable them to build the necessary vocabulary in order to comprehend a text. Main idea, supporting details, author's purpose, and other literacy strategies will be practiced. In Writing, focusing on answering to the prompt will be a priority. Brainstorming to develop longer and clearer paragraphs or essay will be emphasized. The AMAQ tool will guide us in that effort, as it is a refined version of the RNMR, reflecting the closest percentage available of the ELLs' scores in relation to the entire schools. Analyzing the AMAQ data together, the content area teachers of the ELLs will team up with the ESL teacher to come up with solutions that will help move the ELLs forward.
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?

Our students were offered the NL versions of Math exam, but most of them opted out of using them, except to compare with the English version. Therefore, we have no data reflecting NL exam grades v. English version grades.

Our ESL Acuity interim assessment is used by the school leadership and teachers to determine areas in ELA which need addressing to strengthen English academic knowledge. We are learning our ELLs need to concentrate on reading, specifically, main idea, inferring and setting, NL is used to support ELL academic language through language supported translations from staff and bilingual glossaries.
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](#))  
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?  
When preparing the lessons, keeping the languages of your ELLs in mind, we identify the vocabulary challenges presented in the materials we are going to use. To facilitate the understanding of the content's vocabulary we must prepare the word's definition in advance. We will include class activities that would encourage the use of the words orally and in writing. We will come up with hands-on, realia to include all types of learners. Students may make sentences, look for synonyms of the targeted vocabulary words in order to facilitate understanding of the text when presented. If need be, the ESL teacher knowledgeable in the ELLs' languages will give clarification in the ELLs' native languages.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate success of the program for our ELLs through progress shown on the NYSESLAT, and on the RNMR for a three year span of test results and progress in modality areas.

## 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](#).)

Newly registered students who are new to the NYC Department of education are screened by a qualified pedagogue, such as the ESL teacher. The screening process begins with the administration of the Home Language Questionnaire. An ESL teacher or other qualified pedagogue indicates the answers on the HLIS (Home Language Identification Survey). A translator and/or translated versions of the survey are used, if necessary. If one question in part one and two questions in part two indicate a language other than English, the ESL teacher conducts an informal interview with the student. If the child speaks a language other than English and speaks limited or no English, the child is eligible to receive the LAB-R, the initial assessment. Children who score at the beginning, intermediate or advanced levels on the LAB-R are then placed in freestanding ESL until the Program Selection forms are completed. Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Upon review of the HLIS, eligible students are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. ) Upon verification of entitlement, parents/guardians of newly enrolled ELLs are informed and invited to an orientation. At the orientation, information is given to inform parents of programs available to ELL students, state standard assessments and expectations for their children.

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.

Parents/guardians are asked to choose the program that will best meet their children's needs. The parent choice is documented in writing. ELL students are placed in the program selected by the parent /guardian. To determine continuing entitlement to ESL services, the NYSESLAT test, is administered annually to all ELLs. If the students score below the state designated proficiency level, they remain in the ESL program. ESL instruction is provided based on the student proficiency level as required by NYSED - CR Part 154 regulations. The ESL program is aligned with the parents' requests.

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](#).)

Entitlement letters are distributed by the ESL teacher within the first ten days of admittance, as well as non-entitlement letters and continued entitlement letters. A copy of such letters are kept in the Main Office and/or with the ESL teacher.

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.

Students that are in the ESL program are students that were initially identified at registration as potential ELLs with the use of HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. There is small number of ELLs spread out over the grade. The program that best serves the students is the freestanding ESL program. The allotted time for ESL instruction is determined by the students' English language proficiency levels. Beginning and Intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week. Therefore, our ELL intermediate students receive 360 minutes of ESL instruction per week, while our advanced students receive 180 minutes of ESL instruction a week. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing and critical thinking.

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.

We give the speaking to each student individually. Beside the ESL teacher, a licensed pedagogue may administer the Speaking. However, the ESL teacher must not score the student. Only a non-interested teacher not servicing the ELLs in any subject area must do the scoring. Then we give the other components: listening, reading, writing each separately to each level of students independently. We make sure each student shown on the RMMR report is tested. The NYSESLAT is an untimed exam. Students can relax and think clearly when taking it.

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. ⓘ  
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is about 85% of Parents of ELLs prefer Freestanding ESL, which aligns with our school programming. In the event of a surge of program choices for TBE, we will adhere and create the programs.

## 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 organizational model is a Freestanding English Pull-Out program. The program model is Ungraded and Heterogeneous.

Regarding the Freestanding ESL program, beginning and intermediate ELLs receive 360 minutes per week and advanced ELLs, 180 minutes per week.

Community Voices Middle School does not offer a Transitional Bilingual Program or Dual Language. We currently have a Freestanding ESL Pull-Out program, and instruction is provided in English with ESL methodology and scaffolding techniques to support second language acquisition. Our students speak Spanish, Haitian and Bengali. These students receive support in their native language as needed or necessary.

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)?

Our staff members are always available to reach out to these students to help them overcome problems stemming from a language barrier. All of our students are scheduled to receive 8 periods of ELA per week, one period of Literacy Foundation per week (which provides academic support to strength students ELA skill) and one period of a Research class per week in addition to meeting their CR Part 154 mandates.

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.

The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and to enrich language development, Community Voices has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented, and students are knowledgeable about the writing process. Students maintain a writing journal. Furthermore, scaffolding is an essential part of the instructional delivery, such as Modeling, Graphic Organizers, Bridging/Building Background Knowledge, Schema Building, Contextualization, Text Representation and Metacognition. Students are also assisted during work periods and conference with their teachers in and out of class. Informal assessments are administered, as well. Additional small group AIS sessions focus on literacy and academic language.

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

As we offer only Freestanding ESL at this point, we assess NL through the Spanish LAB, and conversation between student and staff member in the home language.

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

Throughout the year, following instructions, the ESL teacher will give the ELLs Listening comprehension quizzes such as dictation, answering to oral prompts verbally and in writing. Speaking will encourage proper grammar and pronunciation that will be checked via phonics, various grammar practices and conversations with ELLs, especially to prepare for that NYSESLAT component at the end of the school year. Reading comprehension will be verified on regular basis: timelines, summary, paraphrasing, main idea identification, detailed description by individual students, to ensure that students are on target. In addition, ELLs' writing will be supervised for all deviation to the norm, mechanics, spelling, sentence construction, etc.

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).

#### Differentiation for our subgroups:

a. SIFE: our SIFE students receive extended instructional time, offered through after-school classes or tutoring. Small -group work enhances participation and teacher assessment. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of our SIFEs with the collaboratoin of Ms. Orphee, our ESL teacher, while targeting grade-level/course standard. Extended-day support and one-to-one tutoring is provided to students who require additional support to meet standards.

b . The school provides the following resources to facilitate the transition of Newcomers:

--An orientation session for incoming new students.

--A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.

--Encourage students to participate in Academic Intervention programs such as AIS and afterschool programs.

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--Encourage students to participate in Academic Intervention programs such as AIS and afterschool programs.

c.The instructional plan implemented for ELLs receiving service 4 to 6 years is one that will allow them to demonstrate growth in the aquisition of the second language and, make annual progress in their state ELA and math exams, and achieve academically in all their content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language needs of the ELLs are taken into consideration. Some aspects of this policy include:

--ELA and other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

--Math teachers support students in understanding difficult word problems, and require students to make verbal explanations of

the problems they work on.

--Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

d. For our long-term ELLs (those ELLs having completed 6 years of ESL), we analyze their NYSESLSAT scores, as well as those of their ELA and Math assessments, to identify their problem areas. Our action plan for this subgroup involves:--Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

e. For our former ELA --We established an individualized intervention plan based on students' areas of weakness in addition to students attending before and afterschool programs.

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?

The plan for ELLs identified as having special needs is to:

--Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.

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?

Collaboration between the ESL teacher and IEP contact person.

-- Our ELL students are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language.

**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

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

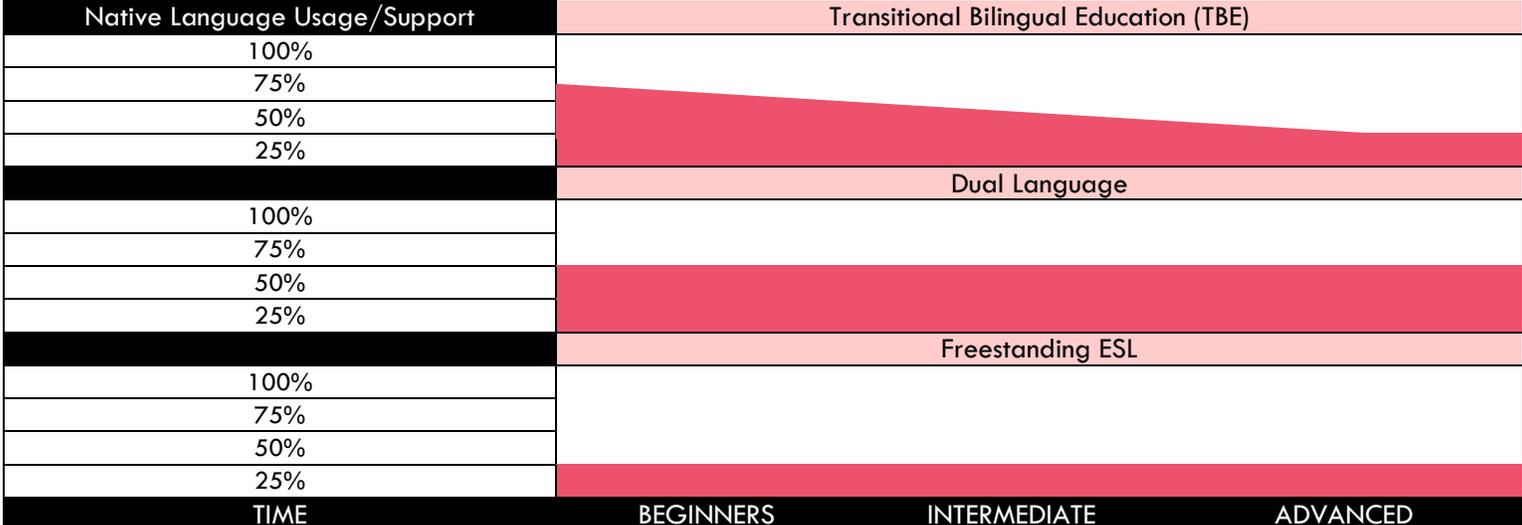
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.  
Intervention Programs for ELLs (AIS)  
Targeted Academic Intervention Services are provided to students during before and after school and during small group pull-out instruction. ELLs are offered academic intervention services in ELA and Math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)  
Students reaching proficiency on the NYSESLAT are offered the opportunity to continue in the ESL program if needed to ensure their continued academic success. Former ELLs are monitored by the ESL teacher in collaboration with the ELA teacher. All accommodations are provided during testing for two years after reaching proficiency.
11. What new programs or improvements will be considered for the upcoming school year?  
Future Plans for ELL Programs –Describe changes planned- improvements  
To further assist our ELL population in attaining English Proficiency, our goal is to incorporate a pull-out/push-in program to provide additional instructional support utilizing ESL strategies and the new ELL standards, as well as provide continuity with classroom instruction. We will also continue to align to the Common Core Standards for Literacy and scaffold support to our ELLs. In addition, we will continue to utilize the data from the Schoolnet, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. We would like to allot time for common planning to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL student in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, if funding allows, we hope to implement a more targeted after- school program incorporating technology. In addition, we would like to purchase more materials and resources for our ELLs.
12. What programs/services for ELLs will be discontinued and why?  
No ELL programs will be discontinued for the current school year
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Equal access to all programs ELLs are afforded the same eligibility to participate in before and after school programs as other students. The before and after school program is conducted on Tuesdays and Thursdays.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional materials including technology/ Instructional materials in Content Areas  
We have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native Language Support:  
ESL instruction is conducted in the English language with references made in Haitian Creole, Spanish and French, as needed, when differentiating word meanings and the utilization of context clues. Native Language support is given in the form of peer interaction and by the use of bilingual dictionaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

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.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Even before the first day of school in September, information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement. In August, before the school year begins, new students and their parents are invited to come to IS 59 to meet the administration and learn about the programs and activities offered as well as ask questions. For instance, during the school year, we make sure to take the new ELLs, together with the other ELLs, on school trips in order to further familiarize them with their new world, open their horizon, and undoubtedly enrich their vocabulary repertoire.

18. What language electives are offered to ELLs?

We offer a Spanish Elective to our ELLs.

19. For schools with dual language programs:

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

n/a

### C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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.

All school Personnel receives Professional Development to help work with ELLs. At the workshops, they are instructed on how to focus on best practices, Language Acquisition Stages and Teachers' Role. We are kept up to date on workshops and other offerings through the Department of English Language Learners. At our Network meeting, Parent Coordinator learn how to work with ELL parents, and ways to help them. Our ESL regularly attends the workshops given by the ELL Cluster in order to always be aware of new mandates, and acquire new strategies to help our ELLs. Our Assistant Principals, our Principal are invited to network meetings and are given PDs on new mandates, and grants/workshops for their school to help ELLs achieve proficiency and academic growth. OT, Speech, PT, School Psychologists are also afforded PD from our network support staff-special ed and ESL specialists work with the providers to understand the needs of and the difficulties our ELLs face. Our staff meets regularly. Any ESL information is brought forth at these meetings to inform our staff and appropriate departments of new initiatives for ELLS.

Our monthly Faculty Meetings always highlight the Common Core Learning Standards, especially emphasizing on Charlotte Danielson's Framework Domains 1-4.

In order to support our staff to assist ELLs as they transition to HS. we work with the articulation guidance counselor to understand the difficulties our ELLs might face in a large urban HS. The staff is informed of such schools as Newcomers, International and other smaller school which would best fit many ELLs entering the HS level.

All new teachers receive the 7.5 (special ed 10) hours of ELL training from our network support staff, as per Jose P. Our network keeps us informed of which teachers register and attend the PDs, and a record is kept.

#### **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?

To encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. At the beginning of the school year, the parents of newly enrolled ELLs are invited to attend a Parent Orientation Session conducted by either the ESL teacher or the parent-coordinator. The purpose of this meeting is to provide information on the ESL program, standards, assessments, school expectations, and general program requirements. In addition, the ESL teacher meets with the parents/guardians of ELLs during parent/teacher conferences to discuss the students' progress. Parents/guardians are also notified about upcoming events and assessments. School related documents are sent to the Office of Translation and Interpretation to be translated into the ELLs' Home Language. The role of parents in the academic success of their children is of great importance and Community Voices makes every effort to build that key partnership with the parent community. As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and ensure on-going communication between the school and the home.

#### **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.

## Part VI: LAP Assurances

School Name: <u>Community Voices Middle School</u>			School DBN: <u>29Q356</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tamra S. Collins	Principal		11/12/13
Shamika Simpson	Assistant Principal		11/12/13
Teresa Hooks	Parent Coordinator		11/12/13
Myrtha Orphee	ESL Teacher		11/12/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kristina Dowtin	Coach		11/12/13
	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: 29Q356 School Name: Community Voices Middle School

Cluster: 05 Network: 535

**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.

Pull out the RLER/RNMR from ATS to verify the ELLs' home languages. These reports show the Home Language of each student entitled to ESL service. Pull out the HLIS, the Emergency Contact card from the school Main Office files to confirm the language through which the Parent/Guardian of the ELL prefers to receive school communication.

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.

Based on the data, HLIS, RNMR report from ATS, we have determined that here at I.S. 356, we need to dialogue with most of the ELLs' homes in Haitian Creole. Of the 22 students that we service, we have 17 Haitian ELLs, 3 Spanish ELLs, 1 from Yoruba and 1 French.

## 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.

We will use the translation services of the DOE at [schools.nyc.gov/NR/rdonlyres/EDDo1C9B-0610](https://schools.nyc.gov/NR/rdonlyres/EDDo1C9B-0610) as in the past. We will also access Google.com translation. Our Haitian Creole/French / Spanish and Yoruban staff members are equally versed in their mother tongues, for example. So by either one of these 3 means, we will reach our ELLs' parents.

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.

I.S. 356 will provide in-house interpretation services by our school staff in all the languages.

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>.

I.S.356 will utilize the translation services described in Answer #1 of Part B above to fulfill Section VII of Chancellor's Regulations, by submitting the material to be translated way ahead of the due date. The Parent/Guardian of our ELLs will then receive it early enough in order to be able to make their decision concerning the communication in question.