

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**15K443**

**School Name:**

**NEW VOICES SCHOOL OF ACADEMIC & CREATIVE ARTS**

**Principal:**

**FRANK GIORDANO**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: New Voices School of Academic and Creative Arts School Number (DBN): 15K443  
Grades Served: Six - Eight  
School Address: 330 18<sup>th</sup> Street Brooklyn, New York 11215  
Phone Number: (718) 965-0390 Fax: (718) 965-0267  
School Contact Person: Angela Lopez Email Address: Alopez8@schools.nyc.gov  
Principal: Frank Giordano  
UFT Chapter Leader: Ghazi Albuliwi  
Parents' Association President: Michele Isreal  
SLT Chairperson: Laurie Cianciotta  
Title I Parent Representative (or Parent Advisory Council Chairperson): n/a – Non Title I School  
Student Representative(s): n/a  
n/a

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston Street Brooklyn, New York 11201  
Superintendent's Email Address: askop@schools.nyc.gov  
Phone Number: (718) 935-4317 Fax: (718) 935-4356

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street Brooklyn, New York 11201  
Director's Email Address: bfitzge2@schools.nyc.gov  
Phone Number: (718) 935-4206 Fax: n/a

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Frank Giordano	*Principal or Designee	
Ghazi Albuliwi	*UFT Chapter Leader or Designee	
Michele Isreal	*PA/PTA President or Designated Co-President	
Olga Nunez	DC 37 Representative (staff), if applicable	
n/a	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Laurie Cianciotta	Member/ Assistant Principal	
Angela Lopez	Member/ Assistant Principal	
Rose Beau	Member/ Parent	
Cindy Mulqueen	Member/ Parent	
Marcy Walsh	Member/ Parent	
Maureen Sullivan	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

New Voices School of Academic and Creative Arts is a middle school with 531 students from grade 6 through grade 8. The school population comprises 15% Black, 44% Hispanic, 34% White, and 5% Asian students. The student body includes 2% English language learners and

21% special education students. Boys account 33% of the students enrolled and girls account for 67%. The average attendance rate for the school year 2013-2014 was 94.8%.

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

"Through discipline comes freedom." Yehudi Menuhin

New Voices seeks to provide an arts education together with a comprehensive, academically rigorous curriculum. We want to nurture and develop the intellectual potential as well as the creative potential of each student.

We expect our students to excel artistically and academically. We offer courses in visual, performing, media, literary arts and museum studies. New Voices looks for students with demonstrated artistic talent or evidence of potential as well as students who come to us with a wide variety of skills and accomplishments. We accept students at all academic levels. We embrace the philosophy that an exciting and enriching arts curriculum coupled with an inquiry driven and child-centered academic curriculum is essential to a child's complete education.

Students qualify for consideration based on an interview and competitive audition in their area of talent or interest.

New Voices has grown a school culture that is unique in many ways. The staff and administration are always ready to explore and implement new avenues of curriculum, instruction and assessment.

The central impetus behind the school's formation was to provide a challenging educational environment in which instruction in all the core academic subjects would be infused and enhanced by the integration of the visual, performing and literary arts.

New Voices boasts a staff of "teaching artists" who are working professionals in their fields. We are also made up of an academic staff of superb teachers who are dedicated to student success and provide instruction in the core subjects of humanities, mathematics, science, and technology.

Strengthened by the diversity of our school community we believe that each child has the potential to meet high standards. With a deep commitment to the arts, New Voices strives to provide a quality, academically rigorous, developmentally appropriate, standards-based instruction through integrated teaching practices that are experiential, child-centered and project-based. Our goals for all students center on High Standards, Personal Expectations, Exacting Discipline and Creative Risk-Taking. These are the elements needed for success in learning and in life. We work to nurture and develop the intellectual potential as well as the creative potential of each student. With the support of strong parent involvement and community partnerships we create an environment that nurtures the soul artistically and academically. Children who are exposed to a standards-based instruction in the arts become more intelligent, disciplined, well-rounded human beings.

## COURSES & PROGRAM HIGHLIGHTS

Music, Dance, Visual Art, Graphic Art, Drama

## PARTNERSHIPS

- Theater For A New Audience
- Brooklyn Museum of Art
- National Book Foundation

## SCHOOLWIDE AWARDS & RECOGNITION

- Exemplary Site for Arts Education
- Insideschools.org list of New York City's Best Middle Schools.
- Chapter of the National Junior Honor Society.

## SPECIAL FEATURES

- New Voices is one of ten middle schools in the city to have been selected as an Exemplary Site for Arts Education.
- New Voices is a chapter member of the National Junior Honor Society.
- Mathematics and Science Regents Classes –Algebra 1 and Life Science Regents offered
- Other shows: There are several shows throughout the year to showcase the students in dance, chorus, music and theater. We also have our annual Arts Gallery Showcase featuring students in visual and graphic arts.
- New Voices is proud to announce being listed as one of the best middle schools in New York according to insideschools.org.

The tenant of the Framework that we have celebrated over the past few years includes: Supportive Environment. New Voices establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. We also celebrate trust. Everyone at New Voices 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.

We will continue to cultivate the aforementioned tenets and, moving forward into the 2015-2016 school year, will focus on Strong Family-Community Ties. We would like to bring additional resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

## 15K443 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	529	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	16	# Drama	8
# Foreign Language	6	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.9%	% Attendance Rate			94.6%
% Free Lunch	46.3%	% Reduced Lunch			3.8%
% Limited English Proficient	1.9%	% Students with Disabilities			22.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			14.5%
% Hispanic or Latino	43.9%	% Asian or Native Hawaiian/Pacific Islander			5.1%
% White	34.3%	% Multi-Racial			1.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.08	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	49.8%	Mathematics Performance at levels 3 & 4			49.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			94.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As identified in the school’s 2014-2015 Quality review report:

#### Findings

Across the vast majority of classrooms, teaching practices are aligned to curricula and reflect the school’s belief that students learn best when they use academic language in discourse and express their opinions.

#### Impact

As a result of the school’s well-defined and enacted instructional beliefs, student discussion and work products reflect high levels of thinking participation and ownership

#### Areas of Improvement in ELA

- To continue vertical alignment across the grades
- To continue using a range of effective questions and discussion techniques to develop student thinking
- To continue to utilize Socratic seminar to improve student thinking
- To strengthen protocols for looking at student work to monitor student progress and inform instruction

#### Data Source:

- Analysis of data from performance tasks
- Analysis of data from Fountas and Pinnel independent reading assessments
- Analysis of student work
- Analysis of teacher observations from independent and small group work
- Formative instructional observations

#### Areas of Improvement in Mathematics

- Ongoing formative assessments to capture progress towards common core standards in problem solving
- Ongoing instructional practices to meet the needs of all learners in scaffolding student work
- Professional development on questioning techniques to initiate higher order questions from students
- More opportunities to build student independence and increase stamina

Data Source:

- Analysis of module exams
- Analysis of data from performance tasks
- Results of the independent work in ALEKS
- Analysis of student work
- Analysis of teacher observations from independent and small group work
- Formative instructional observations

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the percentage of all students scoring a Level 3 or Level 4 on both the New York State ELA assessment and the New York State Math assessment (all tested students inclusive of students with disabilities and English language learners) will increase by 3-5 percentage points as measured by the New York State assessments.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development: PD will be provided on the following topics: Close Reading and text complexity; lifting the level of writing information, research-based, and argument essays; questioning and discussion in math; problem solving in math; developing rigorous, common-core aligned lesson plans; providing students with specific feedback that advances learning; effective instruction using the Danielson framework.</p>	<p>All ELA and Math teachers</p>	<p>September 2015 to June 2016</p>	<p>Administration and literacy consultant</p>
<p>Analyzing Student Work: Teachers will develop and administer up to 4 tasks per year in reading and mathematics. After each task student work student work will be analyzed in teacher teams and next steps for instruction developed.</p> <p>Collaborative Inquiry in Questioning and Discussion in Math: The teachers within the Mathematics department will study questioning and discussion techniques using the Danielson framework as well as other resources, leading to more effective teaching and greater conceptual understanding of math topics.</p> <p>Academic Intervention Services: Teachers will provide targeted instruction on the Common Core State Standards in ELA and Math and test sophistication skills through both pull out as well as push in services to targeted students during the school day, and during extended school day services.</p>	<p>All ELA and Math teachers</p>	<p>September 2015 to June 2016</p>	<p>Administration and literacy consultant</p>
<p>Presentations are made regularly at PTA meetings on the Common Core Curriculum</p>	<p>Teachers and administration</p>	<p>September 2015 to June 2016</p>	<p>administration</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Principal, Assistant Principal, Literacy Coach, Literacy Staff Developer (consultant), Network Instructional Coaches.

The Principal, Assistant Principal, Math and Humanities teachers, Literacy Coach and Literacy Staff Developer.

The Principal, Assistant Principal, Math Department teachers.

All teachers, all departments.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Observations of teacher practice by the Principal and Assistant Principal using the Danielson Framework will provide teachers with actionable feedback.

Literacy Tasks will be given in November, January, March, and May/June. Math Tasks will be given in December, February, and May/June. Following each, student work will be analyzed and next instructional steps developed.

Observation of teacher practice by the Principal and Assistant Principal, Advance Ratings, and analysis of student work.

Teachers will work with administrators to compare the rigors of the State Math test with the resources used in the after school program (such as ESL support, workbooks, and diagnostic assessments) to determine whether it was effective in supporting student performance.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As indicated in the school’s 2014-2015 Quality review report:

Students state that they are challenged by the work and that the school prepares them for the next grade and high school. One student said that the teachers and her peers push her to work harder. Teachers meet with students during lunchtime to help them prepare for their high school auditions. Additionally, there is a great deal of collaborative planning between content and service providers that ensures targeted student academic and social-emotional support.

Data trends

- Engrade reports
- Suspension records
- Attendance and lateness
- Report cards
- Student observation

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of all students in grades six - eight will be recognized for their citizenship, academic improvement, attendance and/or leadership at assemblies or other celebrations as measured by internal tracking and monitoring data.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Inter-visitations	Teachers and Paraprofessionals	October 2015- June 2016	Teachers and administration
To monitor academic achievement and attendance each quarter on honor roll	All students	September 2015 to June 2016	Teachers and administration
To monitor and encourage student participation in community service	All students	September 2015 to June 2016	Teachers and administration

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Parent Coordinator</p> <p>Teacher Per session</p> <p>Supplies</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teachers will work with administrators to monitor student progress bimonthly</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



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

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As indicated in the school’s 2014-2015 Quality Review report:

#### Findings

Teacher teams are using an inquiry approach to learning that creates distributed leadership with a strong lens on student achievement.

#### Impact

The work of teacher teams and teacher leaders has strengthened teacher’ instructional capacity and resulted in instructional cohesiveness and improved student achievement.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers working in the Humanities department will participate in collaborative inquiry with a focus on text complexity resulting in 75% of all students in six – eight (\_\_\_ out of \_\_\_ students) meeting and/or exceeding grade level standards in RL6-8.1 (cite textual evidence) as measured by the results of performance based assessment.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Book Study</li> <li>• Common Planning focus on text complexity</li> </ul>	Teachers	Sept-June ongoing	Administrators and teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Principal, Assistant Principal, Literacy Coach, Literacy Staff Developer (consultant), Network Instructional Coaches.											
The Principal, Assistant Principal, Math and Humanities teachers, Literacy Coach and Literacy Staff Developer.											
The Principal, Assistant Principal, Math Department teachers.											
All teachers, all departments.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Observations of teacher practice by the Principal and Assistant Principal using the Danielson Framework will provide teachers with actionable feedback.
Literacy Tasks will be given in November, January, March, and May/June. Math Tasks will be given in December, February, and May/June. Following each, student work will be analyzed and next instructional steps developed.

Observation of teacher practice by the Principal and Assistant Principal, Advance Ratings, and analysis of student work.

Teachers will work with administrators to compare the rigors of the State Math test with the resources used in the after school program (such as ESL support, workbooks, and diagnostic assessments) to determine whether it was effective in supporting student performance.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As indicated in the school’s 2014-2015 Quality Review:

#### Findings

School leaders consistently communicate high expectations for instruction and create opportunities for professional learning and support, as well as partner with families to support student progress towards college and career readiness. The school continues to prioritize finding new ways to improve outreach to parents to deepen their understanding of curricula.

#### Impact

The school’s consistent conveying of high expectations and provision of quality supports ensure that students and families understand expectations, and that students are prepared for the next grade level, as well as on a solid path towards college. The school’s on-going effort to continually improve communication is resulting in new avenues of communication and new parent workshops to address missed opportunities for improving parents’ comprehension of standards and curricula to expand their support of their children in school.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of the teaching staff 30 out of 35 will achieve an overall rating of effective or higher in Danielson components 3b, 3c and 3d as measured by informal and formal observations.

↩

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• All teachers have met with their immediate supervisor and have a plan on how supervisors can support their professional learning</li> <li>• Immediate supervisors will be tracking teachers professional learning</li> <li>• Teachers will be selected to attend professional learning that directly correlates with their professional plan</li> </ul>	6-8	Sept-June Ongoing	Administrators
<ul style="list-style-type: none"> <li>• Professional Learning Communities have been established. Teachers may choose to facilitate or be part of a study group</li> </ul>	6-8	Sept-June Ongoing	Administrators
<ul style="list-style-type: none"> <li>• Literacy and content areas workshops are provided year-round to promote parental awareness of student’s academic lives. Workshops for standardized testing are provided to give parents a clear understanding of test taking and the importance of building strong study habits for better results</li> </ul>	6-8	Sept-June Ongoing	Administrators
<ul style="list-style-type: none"> <li>• Provide teachers with survey and feedback that give them a voice in thinking about next steps</li> </ul>	6-8	Sept-June Ongoing	Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
Professional Learning Materials  Per Session activity for planning and workshops  Per Diem to plan inter- visitations and intra- visitation  Per Diem for workshops	

Per-Session											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.	
<p>By the end of January 2016 the formative student data will be reviewed to analyze progress towards goal.</p> <p>Data will be collected from classroom teachers and analyzed by the instructional cabinet and inquiry teams.</p> <p>An area of accomplishment and an area of focus will be identified.</p> <p>Professional development activities will be aligned with the areas in need of focus.</p>	
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.	

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

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As indicated on the school’s 2015-2016 Quality Review report:

Parents indicate that the school has very high expectations and is committed to the academic and arts programs equally. They state that they have open communication with the teachers through Engrade, e-mails, letters, and parent meetings. Parents also indicated that the administration and teachers are proactive in addressing their concerns.

The school sent out welcome letters to the parents from each grade department outlining expectations around the year’s work and offers ongoing workshops, and meetings across the year. Parents came to meet the teachers and get an overview of the curriculum, assessments, accountability systems and expectations for each subject area. Parents

stated that they find the teachers to be invested with their children and invested in helping parents understand the curriculum unit content across the year.

The school is in the process of developing a survey to identify what skills parents want to build on to encourage student support at home. Parents are able to identify skills based on conversations with their children at home regarding solving complex math problems and the process their children go through in writing claims and counter arguments. Parents, however, express the need for continued support in learning what they do not yet understand about the CCLS.

Building on the best practices currently implemented by the math department, the school is currently developing a newsletter to ensure that parents understand the CCLS curriculum, and have information on upcoming units of study and unit goals, so that they can support their children more fully toward meeting academic expectations.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent satisfaction with school culture will increase by 2% (91 – 93%) as measured by the results of the 2016 Learning Environment Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide materials and training to help parents work with their children to improve their children’s academic achievement. To teach parents how they can use technology to support their children’s content learning.</p> <ul style="list-style-type: none"> <li>• We will provide workshops to educate parents on how to understand IEP recommendations and goals</li> <li>• Coaches will provide workshops that address literacy and math with materials provided to support students at home</li> <li>• Parent Coordinator will provide workshops providing materials to help parents support students at home</li> <li>• Continue working side by side with teachers</li> <li>• Providing workshops that explain the Core Curriculum and what is expected of our children, what assessments are being used and their purpose</li> <li>• Providing monthly newsletters, monthly student progress reports and calendars to inform parents of school activities.</li> </ul>	<p>All Parents</p>	<p>Sept-June on-going</p>	<p>Parent Coordinator Administrators Teachers</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community Presenters
Child care
Translation Services
Supplies
Engrade

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By June 2016, 50% of all parent meetings that include presentations and/or informational sessions facilitated by community based organizations, school staff, and citywide organizations as reported by agendas and attendance sheets will receive a satisfactory response on parent feedback forms.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>		<p>Push In small group model during the regular Humanities period. The focus is to improve the students' ability to comprehend and analyze texts and text structures. Decoding issues are targeted in pull out groups. These</p> <p>services are provided by Intervention</p> <p>Specialist, Literacy Coach, ESL and SETSS</p> <p>Teachers</p>	Small Group	During the school day
<b>Mathematics</b>		<p>Push In small group model during the regular Math period. The focus is to improve the students' number sense and to develop strategies to solve mathematical problems. These</p> <p>services are provided by Intervention</p> <p>Specialist, Math Coach, ESL and SETSS</p> <p>Teachers</p>	Small Group	During the school day

<b>Science</b>		Small group, target instruction before or after school and/or during the lunch periods for intense instructional support in science content and lab work with an emphasis on formulating hypothesis and data analysis. Provided by Science department staff.	Small Group	During the school day
<b>Social Studies</b>		See ELA (above). MS 443 is a Humanities school.	Small Group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Social, developmental and emotional issues are addressed in 1:1 group settings.	1:1	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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.
n/a

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **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).
n/a

**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.).

n/a

**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.

n/a

**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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	n/a	n/a	n/a
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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, School Quality 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) Template**

**[School name]** , 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 on assessments.

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Frank Giordano</b>	Assistant Principal <b>Laurie Cianciotta</b>
Coach <b>Angela Lopez</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ghazi Albuliwi</b>	School Counselor <b>Dina Miller</b>
Teacher/Subject Area <b>Maria Agostino</b>	Parent <b>Sari Melendez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Enid Parra</b>
Related-Service Provider <b>Maria Germino</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Anita Skop</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	552	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							0	0	0					0
<b>Dual Language</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	9	<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	1	2	0	5	0	5	3	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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

**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	0

\* EP=English proficient student

**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 is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							2	2	2					0
Chinese														0
Russian							1							0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1							0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Danish							1							0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							0	0	0					0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)							1	2	1					0
<b>Expanding</b> (Advanced)							2	1	2					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								0						0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1						0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6		1	2						0
7			1						0
8			1						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Fountas and Pinell is one of the assessment tools used in conjunction with both the humanities teachers and Mr. Ghazi the ESL teacher. Gauging student reading level provides insight in how to best introduce reading strategies to better facilitate instruction along with utilizing student writing notebooks to gauge various writing strategies to be implemented.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 ELL students across all grade levels are in need of better instruction for the listening sections of the exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The date reveals that some our ELL's continue to struggle with achieving proficiency in both reading and math scores. Using that information we have created a pull-out and push-in program, working in small groups, to address the specifics needed in order to achieve state standard proficiency aligned to the Common Core.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 All of our ELL's are currently taking State exams in all subjects areas in English. No home language tests are used. School leadership and teachers are using the results of the ELL periodic assessments to inform their teaching practices and to modify Common Core instruction in order to better serve our ELL student population. The school is better informed about our ELL's understanding of the curriculum using the periodic assessments. As a result, modifications and more small group instruction can be utilized if needed to help foster a better learning community for our students.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).  
 [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

This question does not apply to our school.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Utilizing the ELL student's L1 to transition to their L2 is of vital importance to help achieve a proficient student. During the pull-out sessions the L1 is used as a base to increase 'Word Wall' knowledge, just an example. Also using the students cultural background can be vital in helping them share their knowledge, thus empowering them with the confidence to participate during class shares.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our ELL's program is gauged in the following: Achieving proficiency in the state ELA and Math exams, NYSESLAT exam, along with passing their core subjects. Helping our ELL's also feel a part of our school community is of vital importance even though it isn't a testing gauge rather a humanistic one.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.  
For the 2015-2016 school year, New Voices (Middle School 443) will employ the services of a full time state certified ESL teacher. M.S. 443 will utilize a Push-In model that allows for ESL instruction to be integrated with Reading in the content areas. Students are placed in classes throughout the grades and receive this service. The classes follow a Block Program for the academic subjects, which are departmentalized. This is employed for both special education and general education ELLs. The push-in schedule is set up by the administration to ensure that the mandated number of minutes is adhered to. Students are also empowered to express observations, state opinions and draw conclusions during classroom lessons and activities. Implementation of the Push-in model allows for optimal "Scaffolding" to take place as students move from subject to subject. In addition to the Push-in model, the following instructional approaches will also be utilized: TPR (Total Physical Response), Language Experience, Cooperative Learning, Natural Approach, Whole Language and ESL. One on one instructional planning will also take place to align classroom lessons and activities.

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

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

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

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

attend the orientation is reached out to by the parent coordinator to set up a private meeting. At the middle school level, most students that are in the ESL program have articulated to MS 443 as ESL students.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Our ESL teacher prints out a Current ELL report (RELC) at the start of the school year and follows up with the current ESL students on the roster. Also, we contact SIFE parents and schedule a parent meeting to address the history of the student leaving the New York City public school system or other state school and how to better inform instruction for them in the coming school year.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
We have a low ELL student population with IEP's. However, in identification of those students we are informed through their school records and the School Based Support Team. Parent meetings are also an integral part of the identification process.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Our school ensures that those parents with entitled or not entitled children are informed with notification letters by:  
1) Our ESL teacher identifying those new particular students, our parent coordinator calling those parents to follow-up after our ESL teacher has sent those letters out along with E-mailing the parent.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
During the ELL parent orientation we inform the parent of their right to appeal and how to best go about that.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
The process starts with parents being scheduled for a parent orientation. They are contact via our ESL teacher or parent coordinator. The timeline is within the first week of school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
We use our parent coordinator who is in touch with our schools PTA and parent body. Bilingual also, she has an outreach to our hispanic student population. Parent Surveys are followed up on through both the students' homeroom teachers, parent coordinator, and assistant principals in some cases. Contacting the parent via phone, E-mail, or letters home are all used in conjunction.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Paste response to question here:
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our parent coordinator ensures that placement parent notification letters are distributed working one-on-one with the school administration (assistant principals). I as principal also follow-up with everyone to make sure we confidently have notified those particular parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
School records are kept and filed in a manner which access is easily available. HLIS, non-entitlement, and entitlement letters are all stored in room 310 for easy access for any teacher or administrator.
11. 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.  
First, teachers are trained using the current NYSESLAT training guides by our ESL teacher Mr. Ghazi. Secondly, a testing schedule is drawn up using our assistant principal who serves as our testing coordinator. Teachers across all grade levels are assigned a testing schedule and separate rooms in which to administer the NYSESLAT to our ELL students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
We use our parent coordinator who is in touch with our school PTA and parent body.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
ESL as a stand alone program has the majority choice of our students' parents. This year, with two new arrivals students, both set of parents requested ESL as a stand alone program as opposed to other options (dual language, etc). The program we offer in our school do align to parent choice.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

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

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

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

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

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

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

Plan for SIFE

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

Plan for Long Term ELLs

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

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

#### Plan for Special Needs Students

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

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

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Almost all of our students are Expanding getting the 180 minute instructional guidance from our ESL teacher. When needed certain struggling ELL students are pulled-out and given extra time outside of the allotted 180 minute block. Integrated ENL within their humanities blocks are currently being utilized by our ESL stand alone program.

3. Describe how core content is delivered in each program model. 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.

Most of our ELL's are Expanding as a result of their spring 2015 NYSESLAT exam. Utilizing small group instruction, modification of instructional materials based on that ELL student's learning level to achieve Common Core Learning Standards, along with a word wall/grammar section titled "Giggles in the Middle" during their humanities class. Pull-out is used on a case by case basis for struggling ELL students.

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

Teacher assessments given to those students help inform us during the course of the school year.

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

ELL students are evaluated quarterly in their humanities class with an assessment of their reading levels. Also, the ESL program within our school reinforces the four modalities on a daily basis using the core subject areas within our push-in model. Listening, reading, writing, and speaking within their L2 language is reinforced through our structured curriculum. Within their ESL push-in and pull-out sessions our ESL teacher works on each individual modal on any given lesson.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

SIFE: small group instruction, modification of classroom instructional materials

Newcomer: TPR (total physical response), small group pull-out instruction, Rosetta Stone computer program.

Developing: Small group instruction, grammar instruction, modification of classroom instruction aligned to the Common Core.

Long Term: Small group instruction, grammar instruction (Giggles in the Middle)

Former ELL's: Reinforcing small group instruction when needed, some modification of instructional materials aligned to the Common Core standards, and pull-put within a small group or individually.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Does not apply to our current population. However, any ELL or non-ELL on an approved re-identification appeal would be placed in the appropriate classroom setting with available support service help (ESL, small group instruction, after school program help).

8. 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?

Chart Instructional strategies vary from TPR (total physical response) to modification of classroom instruction in order to support Common Core bench marks. Using graphic organizers, word walls, are just a few of the methods we use to accelerate English language development.

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

Small group instruction outside and inside of the ELL student's normal classroom setting allows us to provide a more relaxed, flexible learning environment. Also, having a licensed Special Education teacher assigned to their classroom working in conjunction with the general ED teacher to help foster a rounded learning environment for our ELL's is also vital to attaining their goals.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

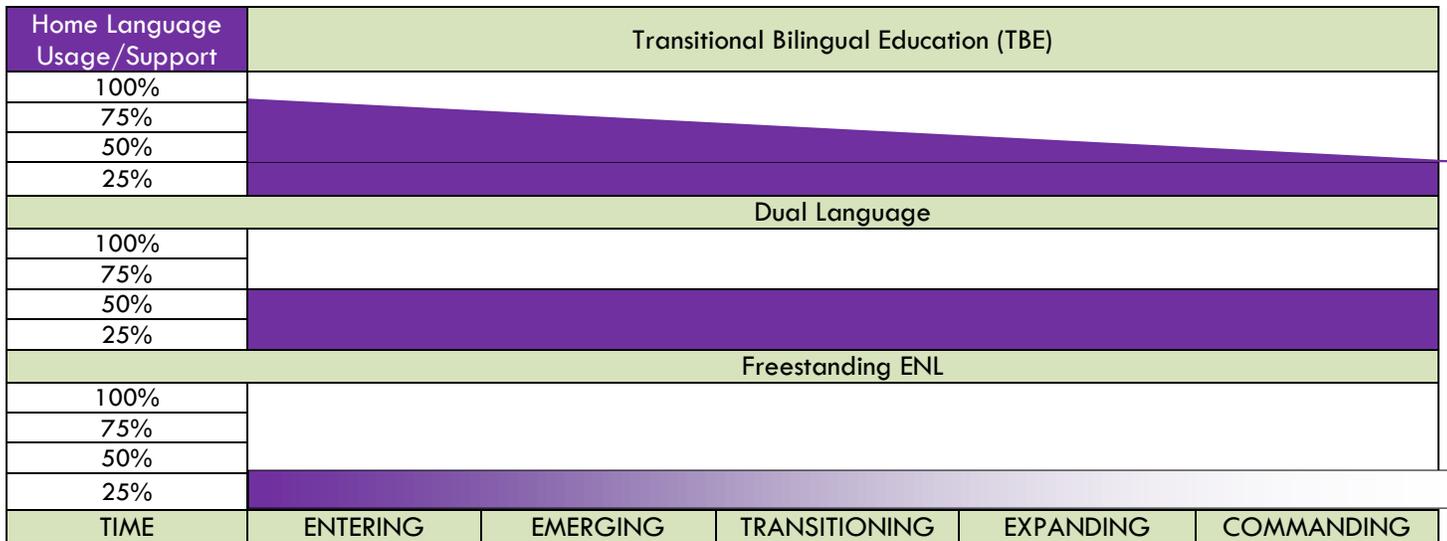


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Targeted intervention programs are as follows: Small group instruction both in a general Ed setting and pull-out (small group). The ELL subgroups targeted are our Expanding ELL's who are moving towards being proficient in English. Our ESL program utilizes only English during instruction. Both our general ED, Special Ed, and ESL teacher are involved in the above referenced programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current ESL program has been effective in addressing our ELL student needs using the above mentioned intervention methods. Targeting those ELL students who are struggling using small group instruction in coordination with their general ED, special ED, and ESL teachers has allowed our students to increase their knowledge of the common core standards with an increase in test scores.
12. What new programs or improvements will be considered for the upcoming school year?  
We will continue to implement our targeted intervention programs using small group instruction along with continued evaluation of our ELL's through reading levels and quarterly assessments: writing, homework, and exams.
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL students have access to our current NIA after school program which can give an added support structure for them in certain classroom subject areas. Also, within the NIA program in our building ELL students have access to lunch room programs some of our teachers run allowing them to have lunch and get extra needed instructional help when needed.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Rosetta Stone computer language program, Giggles in the Middle, along with certain books on tape on grade level are all used for our ELL students. English is the standard learning program which ELL's are instructed in and as such these program materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
L1 is used to acquire L2 within our ENL program using thematic units, and word walls.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
General ED and Special ED teachers, along with our ESL teacher, help evaluate our ELL students through quarterly reading level assessments along within the small group instruction periods. Grade level resources are then addressed and used during further instructional periods.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELL's get the following from our school: Guidance counselor support, ESL teacher support, parent coordinator support, school based support team support if IEP is involved.
19. What language electives are offered to ELLs?  
Currently only English.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional development involved our ELL teacher attending district and city wide teacher training for ELL's along with grade level meetings in which specific ELL students are discussed with an eye towards targeted instruction. Also, grade level PD's done with outside specialists and fellow teachers is used.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Currently we use grade level PD's sessions along with district and city wide instructional meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
At the moment support comes in the form of providing our ESL stand alone program for our middle school ELL's.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
New Voices M.S. 443 currently meets our professional development as per CR Part 154 with guided instructional support from our assistant principal Angela Lopez (ELA specialist) and outside regional support teachers who provide our staff with the current best teaching practices aligned to the common core addressing our students needs.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
We have already met with our ELL parents during the start of our school year using "Curriculum Night" to introduce how we would be serve their ELL child's needs. Instructional practices, programs, interventions, and assessments, were discussed with those parents.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Enid Parra our parent coordinator holds monthly meetings and does out reach with our parent base. ELL parents are contacted and invited to meetings where our ESL teacher updates them on current program implementation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Currently no.
5. How do you evaluate the needs of the parents?  
Currently parent needs are done in meetings between our ESL teacher and parent coordinator and those parents.
6. How do your parental involvement activities address the needs of the parents?  
Currently we do not have parental activites specific to our ELL parents.

## D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.  
None currently.

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank Giordano	Principal		1/1/01
Laurie Cianciotta	Assistant Principal		1/1/01
Enid Parra	Parent Coordinator		1/1/01
Ghazi Albuliwi	ENL/Bilingual Teacher		1/1/01
Sari Melendez	Parent		1/1/01
Maria Agostino	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Angela Lopez	Coach		1/1/01
	Coach		1/1/01
Dina Miller	School Counselor		1/1/01
Anita Skop	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **15k443** School Name: **New Voices**  
Superintendent: **Anita Skop**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We gather our language informational needs from surveys sent out by the Parent Coordinator and PA, ATS language reports, information from Blue Emergency Contact Cards, past experiences with student families who are still members of our community, and DOE School Environment Surveys..

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English and Spanish are the only two preferred languages that our parent's have indicated

### Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All informational materials sent to the parents are translated by the Parent Coordinator into Spanish. This includes monthly calendars, flyers, memos, and letters to the parents. All emails sent out to the parents from the Administration are also translated by the Parent Coordinator. The information is sent throughout the year at the beginning of each month. The PTA has also begun a paper mailing campaign to reach all of the parents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The school has four formal Parent/Teacher meetings throughout the year. Parent Teacher Conferences and Curriculum Nights are scheduled by the central DOE office. As to informal meetings, we have those throughout the year on a weekly basis either by phone, face to face or email. Staff members are required to hold these meetings every Tuesday, as per the UFT contract

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The oral and written interpretation is done by our Parent Coordinator. At all school events we have the Parent Coordinator, who is fluent in Spanish, and a bilingual Spanish speaking School Aide. We do not required the services of the Translation and Interpretation Unit

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The oral and written interpretation is done by both our Parent Coordinator and School Aide. These staff members are both bilingual Spanish speakers. We do not required the services of the Translation and Interpretation Unit

### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are trained in the use of our translation services in faculty trainings that take place in the beginning, middle and end of school years.

### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

#### Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Surveys, Parent emails from the Parent Coordinator asking for feedback and DOE School Survey reports. All of these are examined by both the Parent Coordinator and Administration in order to develop a coherent and informed plan of action.