



NEW DORP HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 31R440

ADDRESS: 465 NEW DORP LANE, STATEN ISLAND, NY 10306

TELEPHONE: (718) 667-8686

FAX: (718) 987-4889

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R440 **SCHOOL NAME:** New Dorp High School

SCHOOL ADDRESS: 465 New Dorp Lane, Staten Island, NY 10306

SCHOOL TELEPHONE: (718) 667-8686 **FAX:** (718) 987-4889

SCHOOL CONTACT PERSON: Deirdre A. DeAngelis **EMAIL ADDRESS:** ddeange@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ellen McGinn

PRINCIPAL: Deirdre A. DeAngelis

UFT CHAPTER LEADER: Shawn Ramos

PARENTS' ASSOCIATION PRESIDENT: Jackie Tripodi

STUDENT REPRESENTATIVE:
(Required for high schools) Lisa Sacaccio

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 563

NETWORK LEADER: Janet R. Price

SUPERINTENDENT: Amy Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Deirdre A. DeAngelis	*Principal or Designee	
Shawn Ramos	*UFT Chapter Chairperson or Designee	
Jackie Tripodi	*PA/PTA President or Designated Co-President	
Cathy Nicosia	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lisa Sacaccio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amanda Sperato	Student Representative	
Pam Katzman	Member/Staff/Guidance Counselor	
Anthony Antinoro	Member/Staff/Teacher	
Maria Torres	Member/Staff/Teacher	
Ellen McGinn	Member/Staff/Teacher	
Thomas D’Alessio	Member/Staff/Custodial Engineer	
Betty Dupere	Member/Parent	
Rosellen Spoto	Member/Parent	
Rosa Santiago	Member/Parent	
Evelyn Haley	Member/Parent	
Linda Carrique	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

New Dorp High School is a comprehensive academic high school with a rich history of serving the Staten Island community for over 65 years. Located on the eastern shoreline of Staten Island, the school is comprised of students from many socioeconomic backgrounds. Students travel from as far as Brooklyn and as close as around the corner to share in the experience of being a New Dorp Central Cougar. Tolerance, mutual respect and understanding are the cornerstones of the New Dorp community as students celebrate the richness of the school’s ethnic diversity on a daily basis.

With approximately 2,500 students, New Dorp is an average size school for New York City. Our size allows us to offer students many great opportunities in the classroom as well as many extracurricular opportunities. The fact that we are not “oversized” has allowed our students to feel a sense of family and belonging within the school. Our goal at New Dorp is to support improved attendance and scholarship as well as to address the needs of all students as we prepare them for the future.

In order to provide a variety of exciting and challenging programs that prepare students for post secondary opportunities, students select admission into Smaller Learning Communities based on interest. These programs offer students the opportunity to participate in specialized areas of concentration in addition to their academic coursework. The initial planning of this internal redesign, back in 2006, was sponsored by the Melinda and Bill Gates Foundation and The Department of Education, while supported by New Visions, Inc. All students, grades 9 through 12, are enrolled in one of the following Smaller Learning Communities:

SLC	Description	
ACADEMY OF COMMUNICATION AND MEDIA ARTS	Utilizing hands-on experiences, students will explore all facets of media arts, including TV, film, the internet, radio and print media. The emphasis is on exposing students to career and post-secondary opportunities in this field.	
ACADEMY OF FINE AND DRAMATIC ARTS	Program dedicated to nurturing artistically talented students, while providing comprehensive Regents level instruction. Affords students the opportunity to pursue and develop their artistic interests, through coursework, showcases and performances.	
THE INSTITUTE OF FORENSIC SCIENCE AND CRIMINOLOGY	Program focuses on real-world applications of Forensic Science, and incorporates this theme into all subject areas. Students will be exposed to Criminalistics through field trips, guest speakers, hands-on learning and discovery-based coursework.	
HEALTH CAREERS INSTITUTE	ALLIED HEALTH ACADEMY	The academy prepares students for college and training programs that lead to careers as dietitians, health managers, medical assistants, laboratory technologists, athletic trainers, physical and occupational therapists and EMTs. Features include individualized mentoring, diversified courses and internships.
	THE MATH & SCIENCE INSTITUTE	The Institute is a competitive program that prepares students for college majors that lead to careers as physicians, dentists, pharmacists and biochemical engineers. College level courses, internships and SAT/ACT preparation are required.

CORPORATE CENTER FOR BUSINESS AND TECHNOLOGY (CTE INSTITUTE)	Career and Technical Education (CTE) program combining technology, business, and academics with real-world learning experiences. Includes preparation for MS Office Specialist Certification, award winning Virtual Enterprise Program, and college courses.
FUTURE TEACHERS ACADEMY	A high school teacher preparatory program which includes courses in child development, psychology, children's literature, teaching methodology, as well as a college credited education course. A student teaching component is required.
The Law, History & Human Rights Institute	A Gilder Lehrman Institute of American History sponsored program which focuses on electives in law, history and human rights. Also includes the award winning Virtual Enterprise Law program. Students visit historic sites such as Philadelphia, Gettysburg and Washington, D.C. These exciting trips support and enhance classroom instruction.

The special qualities of these Smaller Learning Communities include:

- Students choose a program based on their interest.
- Students take the majority of their classes in the same wing; therefore, student traffic throughout the building is minimized.
- Teachers choose programs in a manner similar to students and remain dedicated to that program and its students.
- An assistant principal, and a team of two teacher coordinators supervise each program. This allows for more direct supervision of a smaller number of students.
- Each program has its own guidance counselor and the assistance of a dedicated school aide who is responsible for outreach to parents regarding attendance and cutting.
- There are no more than 350 students in each program.
- Curriculum and course sequences are continually updated to incorporate interdisciplinary units as well as the themes of these programs in order to enhance instruction and support the needs of all students.
- ELL and students with special needs are included in the Smaller Learning Community of their choice and receive mandated services as prescribed.
- Students receive the benefits of a large school, such as a comprehensive Physical Education program, extensive advance placement course offerings, and a large variety of extra-curricular activities.

Given the diverse focus of each of our eight Smaller Learning Communities, we are confident that every youngster will find a program at New Dorp that sparks the imagination and inspires them to their fullest potential.

The staff, students and parents are on a mission to make New Dorp High School the top educational facility on Staten Island. We are working diligently toward meeting and surpassing the goals we set for the students, staff and school. Improvement in many areas has been noted over the last few years and we are excited about the success we will experience in years to come.

SECTION III – Cont'd
Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		New Dorp High School							
District:		31	DBN:		31R440	School BEDS Code:		353100011440	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			87.0	89.3	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment :				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			94.0	93.6	TBD
Grade 4		0	0	0	Poverty Rate - % of Enrollment :				
Grade 5		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 6		0	0	0			35.4	40.6	51.6
Grade 7		0	0	0	Students in Temporary Housing - Total Number :				
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 9		713	716	820			6	51	TBD
Grade 10		575	550	584	Recent Immigrants - Total Number :				
Grade 11		680	551	577	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 12		340	330	313			25	34	15
Ungraded		0	1	2	Special Education Enrollment:				
Total		2308	2148	2296	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		185	126	139	Principal Suspensions		151	151	TBD
# in Collaborative Team Teaching (CTT) Classes		48	41	62	Superintendent Suspensions		18	17	TBD
Number all others		212	196	183	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants		N/A	376	552
					Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		120	125	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		115	109	115					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	10	27	Number of Administrators and Other Professionals	54	56	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	160	87	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	78.0	83.3	TBD
				% more than 5 years teaching anywhere	58.3	62.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	82.0	80.0	TBD
American Indian or Alaska Native	0.4	0.3	0.2		93.0	89.2	TBD
Black or African American	16.8	14.2	11.7				
Hispanic or Latino	21.4	22.6	23.2				
Asian or Native Hawaiian/Other Pacific Isl.	7.0	6.7	6.8				
White	54.4	56.2	53.7				
Male	51.7	52.7	52.4				
Female	48.3	47.3	47.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced				√		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			X
Math:				Math:			X
Science:				Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√	√	66
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				X	√		
Hispanic or Latino				√sh	√sh		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				√	√		
Multiracial				-	-		
Students with Disabilities				X	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				5	6	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	70.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	14.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	39.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

In an effort to gain insight into the priorities for the 2010-2011 Comprehensive Education Plan for New Dorp High School, an extensive and comprehensive needs assessment was conducted. This process involved consultation with all members of our school constituency. Among the documents examined were the following:

- Sub-group Research in Collaboration with New Visions, Inc
- The NYC Progress Report
- The Quality Review Report
- The Joint Intervention Team Report
- Environmental Survey results from New Dorp High School staff, students & parents
- The Annual School Report Card
- Minutes from SLC Common Time Meetings
- Findings from the work of Over 43 school-wide Inquiry Teams
- Minutes from Content Area Meetings
- The Performance Assessment of Schools System-wide (PASS) document completed in-house by the School Leadership Team.
- Class of 2011 & Class of 2012 Cohort data (Both City and State Cohorts)
- Standardized state exam results Regents & RCT's)
- Acuity Periodic Assessment results
- Content Based formative and summative assessments
- Principal's Performance Review
- Principal's Mid-Year Evaluation
- Assistant Principals Mid-Year Evaluations
- Staff development Needs Analysis Survey
- Students Portfolios, Running Records, Reading Logs and Journals
- Class Performance/Teacher Performance Reports
- HSST/STARS Data reports
- Advanced Placement Exam Results

- Scholarship Reports
- ATS Reports
- 2009-2010 CEP
- Attendance Reports
- Suspension/Incident Reports
- Teacher Referral
- Professional Development Menu's and Attendance Sheets
- Student Support logs

In addition, needs assessment discussions have taken place with various school stakeholders:

- Principal's Cabinet
- School Leadership Team
- SLC Redesign Team
- UFT Executive Board
- PTA Executive Board
- Parents' Association
- Student Council
- Community-Based Organization (College of Staten Island, St. John's University)
- Staten Island University School-Based Health Center
- New Dorp High School School-based Mental Health Clinic sponsored by The Jewish Board
- District 75 Inclusion Staff
- School Safety Committee
- School Attendance Meeting
- H1N1 Committee

From the above practices, the following needs assessment narrative was developed:

ELA: The focus of the last three years of inquiry work has been ELA. The students at New Dorp High School have shown steady improvement on the ELA Regents of 65% and higher for the last three years as noted in our Regents data, the NYC School Progress Report and even the NYS accountability data. Unfortunately, even with these gains, we have failed to make AYP in high school ELA due to the non-achievement of the following sub groups: Black and Students with Disabilities. This mark was missed by just a handful of students in each of these two subgroups. With a designation of SINI, focused restructuring, we have identified the students in these subgroups and have submitted both a JIT grant request and a SINI grant request to support these struggling students. The chart below will reveal the fact that we have made much progress and enter into the 2010-2011 school year with the goal of making AYP in ELA:

ELA: Graduating Class of 2009	# of students needing 65% to make AYP	ELA: Graduating Class of 2010	# of students needing 65% to make AYP	ELA: Graduating Class of 2011	# of students needing 65% to make AYP
All Students	82	All Students	30	All Students	11
Asian	1	Asian	Complete	Asian	1
Hispanic	35	Hispanic	9	Hispanic	9
Black	30	Black	14	Black	1
White	17	White	Complete	White	Complete

Low Income	54	Low Income	16	Low Income	11
ELL	20	ELL	N/A	ELL	9
SWD	49	SWD	30	SWD	13

In addition to the above, it was revealed that across the content areas, writing was not being taught or emphasized. A new 9th & 10th grade, skills based, curriculum was developed for use by all SLC English teachers. The curriculum was developed to parallel the topics of Global History while reinforcing the skills needed for improved student outcomes in writing. Regular professional development sessions have been scheduled with Judith Hockman in order to support teachers in the classroom. Support and coaching will continue through New Visions Inc. and inquiry work will be focused on noted deficits.

Mathematics: : Although the students at New Dorp High School have shown steady improvement on the Mathematics Regents of 65% and higher for the last three years as noted in our Regents data, the NYC School Progress Report and even the NYS accountability data. Unfortunately, even with these gains, we have failed to make AYP in high school Mathematics due to the non-achievement of the following sub groups: Hispanic and Students with Disabilities. This mark was missed by just a handful of students in each of these two subgroups. With a designation of SINI, focused restructuring, we have identified the students in these subgroups and have submitted both a SQR grant request and a SINI grant request to support these struggling students. The chart below will reveal the fact that we have made much progress and enter into the 2010-2011 school year with the goal of making AYP in Mathematics:

Mathematics: Graduating Class of 2009	# of students needing 65% to make AYP	Mathematics: Graduating Class of 2010	# of students needing 65% to make AYP	Mathematics: Graduating Class of 2011	# of students needing 65% to make AYP
All Students	62	All Students	Complete	All Students	Complete
Asian	Complete	Asian	Complete	Asian	Complete
Hispanic	31	Hispanic	8	Hispanic	4
Black	20	Black	10	Black	Complete
White	14	White	Complete	White	Complete
Low Income	41	Low Income	8	Low Income	2
ELL	9	ELL	N/A	ELL	5
SWD	38	SWD	26	SWD	9

In addition to the above, the curriculum was reviewed. A new pacing calendar and lesson sequence was developed during summer 2009 utilizing the results from our inquiry process, an item analysis of completed Regents exams and what we had learned from being involved in a pilot program with the Dana Educational Research Center in Austin, Texas during the 08-09 school year. For the 10-11 school year, weekly curriculum mapping meetings have been scheduled to review the new direction for the course work and to include a comprehensive plan to support student progress. The new Common Core Curriculum is being addressed and implemented in this newly mapped curriculum. It is our goal to “Design our own Assessments” instead of utilizing Acuity. This will be a work in progress throughout the year.

Social Studies: The statistics of the Social Studies continue to be the highest achievement area at New Dorp. The instruction in this department remains the strongest with the infusion of technology and the focus on writing. The new component of the curriculum, created during summer 2009 & 2010, supports and reinforces the skills taught in the new 9th & 10th grade ELA curriculum. The Common Cor Curriculum has also been addressed in these two new documents. Lastly, we have moved to an On-Line Global textbook, designed specifically to support the New Dorp High School Global History Curriculum.

Science: A review of the statistics in the area of Science has revealed that there must be a stronger focus on academic vocabulary and writing of lab reports in order to better prepare students for the appropriate Science Regents. The specific academic work must be focused on the ELL students and the lowest third population. Instructional practices have been reviewed and a mandated vocabulary component has been infused in each lesson. In addition, the focus on writing will be addressed during the school wide writing initiative. The Title III and SIFE grant was written to support the ELL students in this area. Other students are receiving support in a 9th period skills component. The Living Environment Curriculum has been improved and activities have been added to support the skill development (writing) in the English and Social Studies classes. The goal is to have consistent language and expectations across all subject areas.

Attendance: A review of the attendance data for the last three years has shown a positive consistent trend. In the past four years, New Dorp statistics have gone from an 83.9% to an 89.3% with LTA's. This area still remains a priority and data is reviewed regularly as a school, by SLC, and by special population. Outreach is noted in i-logs, teacher contact sheets and guidance records. Unfortunately a review of data has shown that the severe winter weather had a terrible impact on student attendance due to the fact that it was very difficult to get around Staten Island.

Credit Accumulation: New Dorp High School has seen steady improvement in data for this area over the last 5 years. The graduation data has shown the same steady improvement. Below is a chart indicating these statistics:

Year	Graduation Rate
Class of 2005	54.9%
Class of 2006	57.4%
Class of 2007	59.6%
Class of 2008	62.9%
Class of 2009	66.7%
Class of 2010	75.1%
Class of 2011 (Anticipated)	81.2%

Lowest Third: Data has revealed a very small increase in the achievement level of the lowest third population. With an increase of only one point in the “extra credit” area of the progress report, this still remains a priority.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal #1: To make AYP in ELA in all sub categories for the second consecutive year and therefore be removed from the NYSED "failing school list. Unofficial data has revealed that we have made AYP in all sub categories for the 2011 cohort.

Goal #2: To make AYP in Mathematics in all sub categories for the second consecutive year and therefore be removed from the NYSED "failing school list.

Goal #3: To increase cohort graduation to by 2%. (10% of difference between a perfect graduation rate and the current rate for all NCLB Accountability groups) In addition, increase the graduation rate of the SWD students from 36% to 40% (NYS data) as well as an increase in the number of advanced Regents diplomas earned by graduating Cohort of 2011 by 2%.

Goal #4: To improve the credit accumulation status of our lowest third population. To increase the percentage of students in the lowest third who earned 10+ credits with a focus on the present 11th grade students in order to show increased data on the 2010-11 School Progress Report.

Goal #5: To increase student attendance by 2% in the 2010-2011 school year. Unofficial results have revealed an 88.4% attendance (with LTA's) for the 2009-2010 school year, but we are trying to raise attention to the fact that June 25th yielded a very low attendance rate because it was a pre-planned graduation date and lower grades did not show.)

Goal #6: To embed the inquiry process more deeply in the fabric of New Dorp High School by focusing all inquiry teams, at least one team per Smaller Learning Community on a school wide ELA/Writing inquiry project and at least one team per SLC on the lowest third or subgroup that is struggling in a target area. A minimum of 16 inquiry teams will focus on deficits outlined in this document or revealed by other means. By June 2011, (professional development day), each of the SLC Inquiry Teams will be expected to present their work to the staff. Utilizing a PowerPoint presentation, teams will describe their target population, the area of weakness, the focus skill, the data reviewed, the patterns found in low inference observations, the pre assessments, formative assessments and summative assessments utilized, the interventions implemented and the outcomes or progress tracked for their target population.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To make AYP in ELA in all sub categories for the second consecutive year and therefore be removed from the NYSED "failing school list. Unofficial data has revealed that we have made AYP in all sub categories for the 2010 cohort.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Based on the results of the recent JIT visit, we will focus on the two sub categories that were targeted, Black and SWD. At the present time, (without August 2011 results), we need 31 Black students and 53 SWD students to achieve a 65% or better to make AYP. If we use Safe Harbor Targets, we will need 26 Black and 40 SWD students to achieve this goal. Students will be provided support in the following manner: Small size focused ELA Regents support class, tutoring on Saturday and PM school, individualized on-line tutoring during 9th period and an inquiry group in each SLC will track and monitor progress towards this goal. Although not mentioned in the JIT report, we will continue our focus on the Hispanic sub group where we need 38 students to make AYP and 36 to make safe harbor targets. • Students will be identified on the first day of the 2010-2011 school year and the names will be shared with all staff. • SLC’s will create academic support plans for these students in order to support their academic needs in preparing for this exam. • IEP’s will be reviewed and shared so that all testing modifications and supports are utilized in a proper manner. • The A.P. Special Education will have on-going contact with student, parents and teachers regarding student progress. • Pre-assessments and/or actual failed exams will be analyzed to identify weaknesses and deficiencies. • Saturday tutoring as well as extended day tutoring will be utilized to support the academic needs of these students. • The SES tutoring program will be highly advertised with extensive outreach to parents. • Incentives will be employed as follows: Discounts on senior dues for those who attend support programs and attend on the day of the exam. • Content area teachers will choose at least 2 students each to monitor student progress and to keep them on task. • Focus on SLC target groups that are at-risk and not making annual yearly progress. • Utilize the redesign into small learning communities to analyze data, create plans and implement these plans for the improvement of academic skills. • Utilize professional development to improve instruction • Utilize the smaller learning communities and the more “personalized setting” to track students and provide supports for success.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>FSF Challenge Grant SINI Grant JIT Grant Title I Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Continuous Review of data -Progress Report -NYS Accountability Data -Inquiry Work -Regents Data</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To make AYP in Mathematics in all sub categories for the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Based on the results of the recent JIT visit, we will focus on the two sub categories that were targeted, Black and SWD. At the present time, (without August 2011 results), we need 18 Black students and 39 SWD students to achieve a 65% or better to make AYP. If we use Safe Harbor Targets, we will need 13 Black and 20 SWD students to achieve this goal. Students will be provided support in the following manner: Small size focused Mathematics Regents support class, tutoring on Saturday and PM school, individualized on-line tutoring during 9th period and an inquiry group in each SLC will track and monitor progress towards this goal. Although not mentioned in the JIT report, we will continue our focus on the Hispanic sub group where we need 23 students to make AYP and 22 to make safe harbor targets. • Students will be identified on the first day of the 2010-2011 school year and the names will be shared with all staff. • SLC’s will create academic support plans for these students in order to support their academic needs in preparing for this exam. • IEP’s will be reviewed and shared so that all testing modifications and supports are utilized in a proper manner. • The A.P. Special Education will have on-going contact with student, parents and teachers regarding student progress. • Pre-assessments and/or actual failed exams will be analyzed to identify weaknesses and deficiencies. • Saturday tutoring as well as extended day tutoring will be utilized to support the academic needs of these students. • The SES tutoring program will be highly advertised with extensive outreach to parents. • Incentives will be employed as follows: Discounts on senior dues for those who attend support programs and attend on the day of the exam. • Content area teachers will choose at least 2 students each to monitor student progress and to keep them on task. • Focus on SLC target groups that are at-risk and not making annual yearly progress. • Utilize the redesign into small learning communities to analyze data, create plans and implement these plans for the improvement of academic skills. • Utilize professional development to improve instruction • Utilize the smaller learning communities and the more “personalized setting” to track students and provide supports for success.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>FSF Challenge Grant SINI Grant JIT Grant Title I Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Continuous Review of data -Progress Report -NYS Accountability Data -Inquiry Work -Regents Data</p>

	<p>Regents and Advanced Regents and diploma requirements. • Provide students and parents with information beginning in the 9th grade pertaining to Regents diploma requirements.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>FSF Challenge Grant SINI Grant JIT Grant Title I Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Continuous Review of data -Progress Report -NYS Accountability Data -Inquiry Work -Regents Data</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student attendance by 2% in the 2010-2011 school year. Data has revealed an 89.3% attendance (with LTA's) for the 2009-2010 school year, but we are trying to raise attention to the fact that June 25th yielded a very low attendance rate because it was a pre-planned graduation date and lower grades did not show.)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use Collect, record, analyze and document attendance on a daily, weekly, and monthly basis for each student, class and grade. Utilize i-log to track parental outreach special subgroups. Utilize New Dorp mid-marking data to track student progress. Use attendance teachers to track data. Make data public throughout the school year. Update blue cards on a bi-annual basis. Curriculum and Instruction support of engaging curriculum and well planned Parent outreach and workshops. Integration of the arts into daily planning and school scheduling. Parent Coordinator, attendance teacher, guidance. Development of Staff counselor receive professional development on school's attendance policy and Support classroom teachers by sharing classroom level strategies to increase attendance. Use of Resources teacher, guidance counselor, school aides, schoolwide incentives (pizza party, Develop strategies to sustain a high level of staff attendance. prizes, trips etc...)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<p>FSF Challenge Grant SINI Grant JIT Grant Title I Title III</p>

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Continuous Review of data -Progress Report -NYS Accountability Data -Inquiry Work -Regents Data</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>FSF Challenge Grant Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Observation Of Common Time Meetings Obsaervation of June 2011 Inquiry Presentations</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	339	311	279	87	453	5	10	63
10	151	206	147	92	445	2	8	73
11	167	214	244	227	417	1	6	65
12	118	126	170	196	353	2	4	19

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All ninth grade students entering with a Reading Score of Level 1 or Level 2 and 2 sections of 10 th grade students that did not show progress after double period 9 th grade have been programmed for a double period Literacy class during the school day utilizing the RAMP-UP, NCEE Program. In addition, all 9 th grade courses are capped at 25 students. There are also reduced class sizes for 11 th and 12 th grade students who have not yet achieved a 65% on the ELA Regents. The outcome of our inquiry process has led the school to initiate a school wide writing project that is skilled based and can be implemented in all subject areas.
Mathematics:	All ninth grade students entering with a Mathematics Score of Level 1 or Level 2 have been programmed for a double period Integrated Algebra class during the school day utilizing a new technology based program sponsored by the Dana Educational Research Center, Agile Minds and New Visions. In addition, students who have not met minimum requirements in Mathematics have been programmed in a reduced class size preparation course. Staff have been assigned specific Cohort 09 students who have not met standards. These students attend a daily tutoring period at a 10:1 ratio.
Science:	Inquiry work has shown that students at risk of not meeting standards in science have deficits in writing and therefore cannot appropriately complete lab reports. To this end, a 9 th period tutoring period is available as well as Saturday and after school make up labs. In 4 of the SLC's, we are experimenting with a collaborative teaching model where the ELA teacher and Science teacher, team teach the labs so that the writing deficits are supported.
Social Studies:	Extensive work is being done by the Social Studies staff in the area of writing, utilizing graphic organizers and implementing the work of Judith Hochman. Students who have failed to meet requirements in Global History and American History attend 9 th period tutoring as well as Saturday school. Cohort 09 students who have not been successful in this area have been assigned to staff members on a 1:5 basis for support.
At-risk Services Provided by the Guidance Counselor:	Students are provided individual counseling on a need basis. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. In addition students receive counseling as mandated by their I.E.P.'s. Students with special needs receive group counseling as mandated by their I.E.P.'s. Students also

	have the opportunity participate in groups counseling opportunities through the SPARK program or in special interest counseling sessions conducted by guidance personnel. As of September, a school based mental health clinic has been opened by the Jewish Board of Family Services and full school screening has been completing.
At-risk Services Provided by the School Psychologist:	Students are provided individual counseling on a need basis. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. The school Psychologist is only utilized for extreme case due to the fact that we have 13 full time counselors/social workers and the on site Mental Health clinic.
At-risk Services Provided by the Social Worker:	Students are provided individual counseling on a need basis. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. The social worker also sets up at-risk placements in order to avoid a referral process to a more restrictive setting. She monitors progress, communicates with parents and staff and meets regularly with the student involved.
At-risk Health-related Services:	Students in need of support in this area have available a full time SPARK counselor, a full time school based health clinic, two full time nurses and a full time health aide. A confidential report is distributed to all staff listing students with health alerts. Constant communication between school, home and medical personnel is a priority.

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

NCLB/SED requirement for all schools

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP. **Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12

Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers 4

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our Title III program will supplement our Freestanding ESL programs under Part 154 and offer new opportunities for our ELL students to succeed.

This instructional program will include:

1. An afterschool program that will utilize Achieve 3000 to support the skill development of ELL students. It will be taught by a licensed ESL teacher and all student data will be discussed and monitored by our B.E.S.T. Center Inquiry Team. This course will meet twice a week for two hours each day throughout the school year. Parent meeting will be held to discuss student progress. The license privileges for Achieve 3000 were purchased utilizing the SIFE grant.
2. In addition, an intensive Regents tutoring course will be held on the five Saturdays that precede the January and June administration of the Regents exams. ELL students who were not successful on the previous years Regents will be invited to these 4 hour sessions that will target the areas of weakness to ensure success. These sessions will be led by a licensed ESL and a content specialist. An item analysis of previous failed exams will serve as the basis of the skill work needed for these sessions. The Kaplan materials that will be utilized for this program were purchased utilizing a Title I SINI grant.
3. The third component for this plan will be the development of the writing skills of the ELL students with the focus on academic vocabulary and essay writing in Social Studies. The program will be team taught by a licensed ESL and Social Studies teacher and meet for ten two-hour sessions on Saturday. Target students will be chosen based on teacher referral as well as referral from the BEST Center Inquiry Team. For those students who are new arrivals, we will include American History content. The materials for this program have been created by the inquiry team and curriculum team at New Dorp.
4. Cultural trips will be planned utilizing Title III funds such as, museums, Statue of Liberty, Ellis Island, the Broadway Play "Mary Poppins" (lesson plans, study guides and materials are available for this play). We have found through our inquiry work that "real life experiences" play a big part in the development of writing skills. Students write stronger essays when they share events that they have experienced first-hand and can make text to life connections.

The above programs will work out of the BEST Center which was created utilizing funds from the SIFE grant. Technology and materials are available to staff and students.

Parallel to the supplemental instructional programs described above, New Dorp will offer the following:

1. Parent workshops funded by the SIFE grant will include: "In-House academic supports...Who, Where & When for the ELL students", "Reading and Understanding your Child's Transcript" and "The College Application Process for ELL students". In addition, parents will become acquainted with the curriculum and use of technology first hand by participating on-line utilizing both the RIGOR program and Achieve 3000. Refreshments and incentives will be available to motivate parent involvement. Title I parent Involvement set aside will fund a piece of this program.
2. Common Time in-house teacher staff development that focuses on the methods and strategies that have been proven successful for ELL students. Staff who have attended QTEL workshops and data workshops (funded by SIFE grant) will turnkey the information to the staff of each of the 8 Smaller Learning Communities.
3. Programs such as RIGOR, Achieve 3000, Write to Read, Kaplan Skill Building Series and Regents Preparation and Destination Mathematics will be available for use with ELL students during lunch period tutoring sessions.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

II. Professional development for ESL teachers and the content area teachers is an on-going investment that District 31 and New Dorp High School take very seriously. ESL methodologies and strategies in the "Writing Process" and "Differentiating Instruction in the Content Area." are applied to interdisciplinary areas. New Dorp has spent the last three years focusing student supports on the deficient skills identified through the inquiry process. As a school, we have found that the overwhelming deficit is writing. Specific to ELLs, writing and academic vocabulary deficits have prevented these students from succeeding in the content areas of History and Science. We have therefore utilized Title I monies to support staff development in the area of writing. Judith Hockman, Ed.D. is a sole vendor in this area and she has been hired to work with New Dorp staff in the area of writing across all content areas. (Last year, Judith Hockman worked with staff utilizing Title I budget, SIFE Grant funds and a Special Education Grant.) Where possible and depending on budgetary constraints, New Dorp staff will participate in workshops offered outside of New Dorp. Specific workshops will be offered to the SLC's during common time according to the monthly schedule below: (This may vary depending on the specific needs of the staff in an SLC)

Raising the Bar	October	The Use of Technology with the ELL population
Adapting Materials		November How to adapt materials for ELL students
Effective Teaching Strategies		December Various teaching strategies to support ELL student
Beginner ESL students	January	What to look for and how to service Beginner ELL students
Understanding ELL Student Data	February	Analyzing results from Achieve 3000 and RIGOR
Using charts and graphs	March	Sample graphs that really work in the class

At New Dorp High School, we continue to focus on the individual needs of all of our students and we utilize data to do this. We are well aware of the specific deficits of our many sub groups and therefore have planned for professional development, the purchase of materials, and the ongoing development of student support programs to meet these needs. We utilize the funds of many different grants to support the needs of all students through careful planning. The goal of all our plans is to produce students that will be college ready and focused on being successful in the future.

Section III. Title III Budget

School: New Dorp High School BEDS Code: 35300011440

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Teacher Rate w/ fringe = \$49.89 Supervisor Rate w/ fringe = \$52.21 Guidance/SW rate w/ fringe = \$53.63	\$8,837	<p style="text-align: center;">INSTRUCTION</p> <ul style="list-style-type: none"> • <u>42 hours</u> teacher per-session – Saturday School – ELL Regents Prep, 21 Fall, 21 Spring - Cost: \$2,095 • 42 hours Supervisor per-session – Saturday School – ELL Regents Prep, 21 Fall, 21 Spring - Cost: \$2,193 <p style="text-align: center;">PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • 54 hours teacher per-session (18 each 2 Living Environment and 1 ESL teacher) to plan PD and create model lesson plans and Science Lab templates to increase Lab completion for ESL students. -Cost: \$2,693

		<ul style="list-style-type: none"> • 15 hours Supervisor per-session for supervision/facilitation of Science Lab project. <p>-Cost: \$782</p> <p style="text-align: center;">PARENT INVOLVEMENT</p> <ul style="list-style-type: none"> • 20 hours Guidance/Social Worker per session to meet grade level groups and individual parents as needed. <p>- Cost: \$1,074</p>
Purchased services		
- High quality staff and curriculum development contracts.		
Supplies and materials	\$2,273	<ul style="list-style-type: none"> • Supplemental Textbooks <p>-Cost: \$1,242</p> <ul style="list-style-type: none"> • Cultural Trip Admission Tickets <p>-Cost: \$800</p> <ul style="list-style-type: none"> • Food/Snack for Parent Meetings <p>-Cost: \$231</p>
- Must be supplemental.		
- Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)	\$8,130	<ul style="list-style-type: none"> • Living Environment Software <p>-Cost: \$6,930</p> <ul style="list-style-type: none"> • Living Environment Software PD <p>-Cost: \$1,200</p>
Travel	\$800	<ul style="list-style-type: none"> • Cultural Trip Transportation <p>-Cost: \$800</p>
Other		
TOTAL	\$20,040	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on information provided by SLC staff, including teachers, guidance counselors, coordinators and attendance aides, as well as our Parent Coordinator, we have gathered specific student information in terms of their home-language needs. In addition, following a review of ATS "home language codes", we were able to determine the various translations needed to communicate effectively with parents.

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

Our findings have indicated the need to provide oral and written translation to parents in the following languages: Albanian, Russian, Arabic, Chinese, Haitian-Creole, Korean, Spanish and Urdu. Information specific to student progress and educational opportunities including effective communication at parent/teacher conferences, is the major concern as identified by staff and parents. This information will be disseminated at faculty, SLC, and content area meetings.

Part B: Strategies and Activities

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

The need to provide translated versions of parent newsletters, and most recently, our Quality Review report are priorities based on the needs communicated to us by parents whose home language is other than English. Translations for these have been and will continue to be obtained from either the Department of Education Translation Unit, outside vendors, or school staff based on availability.

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

New Dorp High School will continue to provide oral translations at all parent/teacher conferences in six to eight dominant languages. This service will be provided by an outside vendor. Additional needs for oral translations will be provided by in-house staff and in large forums - outside vendors.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - a. Provide each parent whose primary language is a covered language with written notification (by mail) of their rights regarding translation and interpretation services in the appropriate covered language with instructions on how to obtain such services.
 - b. Conspicuously post the above information at the main entrance in each of the covered languages
 - c. Provide procedures within the school's safety plan for ensuring that parents in need of language assistance services are not prevented from reaching New Dorp High School's administrative offices due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	824,490	52,635	877,125
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,245	526	8,771
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - **Recruit Highly Qualified teachers, especially in the Science via the Open Market, New Visions, and the DOE's Teacher Finder, as well as through collaboration with colleges/universities.**
 - **Offer tuition reimbursement by way of Title I funding for current teachers to become highly qualified in shortage areas.**
 - **Provide on-going professional development and mentoring.**

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

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by

section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

New Dorp High School SCHOOL PARENTAL INVOLVEMENT POLICY 10-11

PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

New Dorp High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - *that parents play an integral role in assisting their child's learning;*
 - *that parents are encouraged to be actively involved in their child's education at school;*

- *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118- Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. New Dorp High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
 - PTA Executive Board members will be involved with District personnel through the Staten island Federation of PTA
2. New Dorp High School will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Parent members of the school leadership team will participate in the annual PASS Review of the School
 - Parents will be interviewed as part of the school’s Quality Review
 - Parent surveys will be a vital part of the School’s Progress Report process
3. New Dorp High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - Liberty Partnership Program
 - United Activities Unlimited
 - Project Re-Bound
 - Play It Smart
4. New Dorp High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include

identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at both a Fall & Spring PTA meeting providing an opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. New Dorp High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators.
- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - providing Parent workshops and courses dealing with computer training
 - Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public

preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Involving parents in the regular activities of the school
- Involving parents in the Student of the Month breakfast assemblies
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language a parent can understand:
 - Most school letters will be translated.
 - Translation services information is posted in the school lobby in the appropriate primary languages.
 - Translated versions of New Dorp High School's Quality Review will be mailed home in primary languages as identified by a student's "home language code."

Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must

outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

New Dorp High School **SCHOOL-PARENT COMPACT 10/11**

New Dorp High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-11.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

New Dorp High School will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to a Small Learning Communities with dedicated staff.
- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
Parent teacher conferences are held twice annually.
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 6 times a year and student promotion in doubt letters are sent home a minimum of twice a year.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during common time on a daily basis with an appointment.
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
The PTA hosts a number of events & workshops each year that allow parents the opportunity to be involved directly in school activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school; and
 - monitoring attendance; and
 - talking with my child about his/her school activities everyday; and
 - scheduling daily homework time; and
 - providing an environment conducive for study; and
 - making sure that homework is completed; and
 - monitoring the amount of television my children watch.
- participating, as appropriate, in decisions relating to my children's education; and
- promoting positive use of my child's extracurricular time; and
- participating in school activities on a regular basis; and
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate; and
- reading together with my child every day; and
- providing my child with a library card; and
- communicating positive values and character traits, such as respect, hard work and responsibility; and
- respecting the cultural differences of others; and
- helping my child accept consequences for negative behavior; and
- being aware of and following the rules and regulations of the school and district; and
- supporting the school discipline policy; and
- express high expectations and offer praise and encouragement or achievement.

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best; and
- come to school with all the necessary tools of learning-pens, pencils, books, etc.; and
- listen and follow directions; and
- participate in class discussions and activities; and
- be honest and respect the rights of others; and
- follow the school's/class' rules of conduct; and
- follow the school's dress code; and
- ask for help when we don't understand; and
- do our homework every day and ask for help when we need to; and
- study for test and assignments; and
- read at least 30 minutes every day outside of school time; and
- read at home with our parents; and
- get adequate rest every night; and
- use the library to get information and to find books that we enjoy reading; and
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

New Dorp High School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way; and
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way; and
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend; and
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand; and
- include a Title 1 parent as part of the School Leadership Team; and
- include a Title 1 parent as part of the PTA Executive Board; and
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet; and

- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible; and
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, New Dorp High School will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams; and
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A; and
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Please refer to Section IV of this document (pages 10-13) for the needs assessment.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

As data will reveal on pages 10-13 in the CEP, huge gains have been made and at the present time our focus has been on the individual students of the subgroups indicated. Throughout this document, interventions are outlined that are continuously used to meet the need of all students. The SLC structure, with intense inquiry work and system changes, has resulted and continues to produce consistent improved student data.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Proactively scheduled low class sized Regents classes
 - Focused retention classes for students who previously failed Regents/RCT exams
 - Extended day, small group/individual tutoring (9th Period)
 - Lunch time tutoring
 - Intensive Saturday Regents Tutoring
 - PM School/Saturday School/Summer School
 - Independent study projects
 - Credit recovery opportunities
 - Make-up Science Labs/Physical Education classes
- Help provide an enriched and accelerated curriculum.
 - Rigorous curriculum developed on a regular basis
 - Extensive AP courses available
 - College Extension courses
 - CTE NYS Endorsed Diploma work
 - SLC Theme based, career oriented coursework
 - Interdisciplinary Units
 - Higher level courses offered beyond requirements
- Meet the educational needs of historically underserved populations.
 - SLC focus on the lowest third populations, with the creation of academic plans for each
 - BEST Center – ELL/SIFE academic intervention service
 - Individual student data shared with entire staff

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - See Academic Intervention Service description on pages 31-33.

3. Instruction by highly qualified staff.

89.3% of core classes are taught by highly qualified teachers, with 80% of the staff having a Masters Degree or higher. All efforts are made to use Title I funding to support non-highly qualified teachers to meet state qualifications.

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

- Daily Common Planning Time
- Intense Inquiry Work
- School-wide Professional Development in areas such as:
 - Writing
 - Literacy
 - Differentiated Instruction
 - ELL Methodologies
 - Academic Vocabulary
 - Curriculum Mapping
 - UBD
 - Technology integration
 - Interdisciplinary instruction

Both city and state data has shown consistent, steady improved data due to improved instructional practices.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

On-going communication with colleges, NYC DOE Placement Center, Office of Fellows, as well as Open Market. At this time we are fully staffed and continue to work with current teachers to become highly qualified.

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

Parent involvement has improved over the last five years and is addressed both school-wide and within SLCs. There is large parent involvement in the following areas:

- School Leadership Team
- PTA
- Parent volunteers for special events
- SLC steering committees
- Parent Technology Literacy workshops

- Title I Subcommittee
- College Scholarship Committee and workshops
- ELL/SIFE Parent Committee
- Special Ed Parent Member Committee
- AIS Team

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable

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

All teachers have received Professional Development and are now utilizing the following on an individually and during common planning time:

- ARIS
- Acuity
- Agile Minds/DYO Assessments
- Mock Regents Exams
- Uniform Midterms and Finals
- SLC Designed Periodic Assessment
- New Visions Data
- Datamations Portal

Through departments and SLCs teachers collaboratively utilize data from assessments to design individual achievement plans, as well as inform instructional strategies for at-risk students, in particular, our lowest third population.

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

Academic interventions include:

- Proactively scheduled low class sized Regents classes
- Focused retention classes for students who previously failed Regents/RCT exams
- Extended day, small group/individual tutoring (9th Period)
- Lunch time tutoring
- Intensive Saturday Regents Tutoring
- PM School/Saturday School/Summer School

- Independent study projects
 - Credit recovery opportunities
 - Make-up Science Labs/Physical Education classes
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The following programs/services are available at New Dorp High School:

- Violence Prevention Program
- “Play It Smart”
- Project Rebound
- Jewish Board School-Based Mental Health Clinic
- Staten Island University Hospital School-Based Health Clinic
- Princeton Review
- Community Based Health/Nutrition/HIV-Aids Instruction
- PENCIL
- Community based internships/mentors
- Teaching Internships at local elementary schools
- C-CAP
- Federal Reserve
- St. John’s University College Extension Program Liberty Partnership – St. John’s University and College of Staten Island
- Kingsborough Community College – College Now
- SPARK

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

Explanation/Background:

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

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

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

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

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

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

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	✓			692,571	✓ Action Plan pages-Matth&Eng
Title I, Part A (ARRA)	Federal	✓			52,109	✓ Action Plan pages-Matth&Eng
Title II, Part A	Federal	✓			TBA	✓ Action Plan pages-Matth&Eng
Title III, Part A	Federal	✓			\$20,040	✓ Action Plan pages-Matth&Eng
Title IV	Federal			✓		
IDEA	Federal	✓			6,768	✓ Action Plan pages-Matth&Eng
Tax Levy	Local	✓			*9,548,387	✓ Action Plan pages-Matth&Eng

*TL FSF
TL FSF Incremental

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Title I: SINI Restructuring
Advanced-Focused

SURR³ Phase/Group (If applicable): _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Please see School Assessment Section found on pages 10-13

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Please see Action Plans on pages 15-29

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Below please find a copy of the letter sent home to parents before the October 2010 deadline. Additional information was shared at both the September and October PTA meeting. The SES parent meeting and vendor fair is scheduled for November 2010.

Translation Information:

Muy importante -- Si usted no puede leer el documento adjunto, su Coordinador de Padres tiene esta información en español.

Enpòtan Anpil – Si w paka li dokiman ki tache, Kowòdinatè Paran w la gen enfòmasyon sa a an Kreyòl.

Очень важно -- Если вы не можете прочесть прилагаемый документ, у координатора по работе с родителями есть эта информация на русском языке.

খুবই জরুরী - যদি আপনি সংलग्न ডকুমেন্ট/লেখটি পড়তে না পারেন, আপনার পেরেন্ট কো-অর্ডিনেটরের (পিতা/মাতা সমন্বয়সাপক) কাছে এই তথ্যটির বাংলা অনুবাদ আছে।

긴요 사항 -- 첨부된 문서를 읽으실 수 없는 경우, 자녀 학교의 학부모 조정관에게 문의하시면 한국어로 된 정보를 받아보실 수 있습니다.

نہایت اہم -- اگر آپ منسلک دستاویز پڑھنے سے قاصر ہیں تو آپ کے والد والدہ رابطہ کار کے پاس یہ معلومات اردو میں موجود ہیں۔

ہام جداً -- إذا لم تستطع قراءة الوثيقة المرفقة، فلدی منسق شؤون الأباء المسؤول عنك هذه المعلومات باللغة العربية.

重要訊息 -- 如果您不能閱讀所附文件，您的家長專員備有本資訊的華語版本。

Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that work. The New York City Department of Education (NYCDOE) is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children.

As many of you know, New Dorp High School has continued to make great progress in the last couple of years, being one of only three high schools on Staten Island that has seen only an increase in graduation statistics over the last five years. In addition the attendance rate, City Progress Report grade and the State Education Statistics have shown marked improvements for New Dorp High School. Unfortunately, even with all our focused efforts, we fell short last year, (missing out by 11 students in ELA and 8 students in Mathematics), according to the NYS

accountability system and in late August 2009, the New York State Education Department identified New Dorp High School as a Title I school in need of improvement (SINI) in Restructuring – Year 2, as required under federal NCLB rules and the State’s new Differentiated Accountability system. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in High School ELA and Mathematics.

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. We have identified our goals for the 2010-2011 school year and we have focused our supports in those areas. We are confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this school year a successful experience for your child and that by this time next year, New Dorp High School will be a school in “Good Standings” according to New York State. Some of the interventions and programs that are being implemented are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- A longer school day for some students that will allow for remediation of skills;
- The English and Mathematics Assistant Principals have identified the students who are in need of support and they will continue to work with teachers everyday to improve the quality of their teaching and meet the needs of these students;
- New teaching strategies and smaller class sizes for struggling students;
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- More classroom time devoted to literacy and math skills;
- Strategies to increase daily attendance;
- P.M. and Saturday tutoring programs to support students in need of meeting graduation requirements;
- SES tutoring program for those who qualify by means of free lunch (more information to follow under separate cover).

I ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. I also invite you to participate in all school activities. Stay in close contact with our Parent Coordinator and your child’s teachers to monitor your child’s academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. I also encourage you to become active in the school’s Parents’ Association and School Leadership Team.

Through the federal No Child Left Behind Act of 2001 (NCLB), some students in schools identified for school improvement are eligible for Supplemental Educational Services (SES). SES are tutoring or other remedial services offered by a New York State approved provider, at no cost to you, after-school or on weekends. Under the state’s Differentiated Accountability system, SES is available in all schools that are identified for improvement. If your child is free-lunch eligible, you will have the option to select from a list of state-approved providers. Specific information regarding SES programs will be provided to the parents of eligible students in a separate notification.

Under the No Child Left Behind Act and the State’s new Differentiated Accountability system, NYCDOE also offers students enrolled in a school identified for improvement for two or more years the option to request a transfer to another public school that is not identified as needing improvement. Federal law requires that NYCDOE give priority to the lowest achieving students from low-income families when making transfer offers. Further information and applications will be sent to the parents of eligible students at a later date.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our Parent Coordinator, Ms. Donna LeChillgrien. She/he can be reached at DLeChillgrien@schools.nyc.gov or at 718-667-8686 ext. 1160. All school report cards can also be viewed online on the State's nySTART website at <https://www.nystart.gov/publicweb/>.

All of the above information will be shared once again at our next PTA meeting on Wednesday November 17th at 7:00 PM. I would like you to attend this meeting so that you can receive answers to any questions you may have about the school improvement interventions and programs described above.

A separate meeting will be held for those students and parents who are eligible for the SES tutoring program. As stated above, eligibility for this program is determined by the status of a student's lunch application. All those eligible for "FREE" are urged to attend a separate meeting where you will receive additional information about SES, the Public School Choice process, and the new improvement interventions required under the State's Differentiated Accountability system. An invitation has been sent to you in the mail if you qualify at this time.....it is very important that you take advantage of this opportunity, o please attend. This meeting will be held on: Tuesday, November 10th at 6:00 P.M. in Cafeteria B

Thank you for your continued support and cooperation. Our entire school staff is looking forward to a successful year for our students and school community. If you have any questions or concerns, please feel free to contact me at ddeange@schools.nyc.gov.

Sincerely,

Deirdre A. DeAngelis
Principal

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	New Dorp High School					
District:	31	DBN:	31R440	School		353100011440

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.0	89.3	88.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	716	820	831				
Grade 10	550	584	655				
Grade 11	551	577	666				
Grade 12	330	313	323				
Ungraded	1	2	0				
Total	2148	2296	2475				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.0	93.6	94.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	35.4	51.6	50.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	51	43

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	25	34	15

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	126	139	157	Principal Suspensions	151	151	119
# in Collaborative Team Teaching (CTT) Classes	41	62	80	Superintendent Suspensions	18	17	6
Number all others	196	183	206				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	376	552
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	120	125	116
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	54	56	35
# receiving ESL services only	109	115	TBD	Number of Educational Paraprofessionals	6	7	23
# ELLs with IEPs	10	27	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	160	87	296	% fully licensed & permanently assigned to this school	100.0	100.0	99.2
				% more than 2 years teaching in this school	78.0	83.3	88.8
				% more than 5 years teaching anywhere	58.3	62.1	81.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	80.0	93.1
American Indian or Alaska Native	0.3	0.2	0.3	% core classes taught by "highly qualified" teachers	93.0	89.2	86.8
Black or African American	14.2	11.7	12.8				
Hispanic or Latino	22.6	23.2	26.1				
Asian or Native Hawaiian/Other Pacific	6.7	6.8	6.8				
White	56.2	53.7	53.8				
Male	52.7	52.4	53.6				
Female	47.3	47.6	46.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	66
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	v	
Hispanic or Latino				vsh	vsh	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	
Students with Disabilities				X	X	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				5	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	75.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	16.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	41					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.5					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster New Visions CFN 21	District 31	School Number 440	School Name New Dorp High School
Principal Deirdre DeAngelis		Assistant Principal Deborah Cunningham	
Coach Lance Petersen		Coach Ellen McGinn	
Teacher/Subject Area Maria Torres, ESL		Guidance Counselor Lisa Auriemma	
Teacher/Subject Area Michael Rushford, Mathematics		Parent Jackie Tripodi	
Teacher/Subject Area Kerri Ann Dellacave, Social St		Parent Coordinator Donna LeChilgren	
Related Service Provider Pamela Katzman		Other Christine Drucker	
Network Leader Chad Vignola		Other Lixia Li, ESL Tchr	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	2670	Total Number of ELLs	153	ELLs as Share of Total Student Population (%)	5.73%
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Part II: ELL Identification Process

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

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

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

Part II: ELL Identification Process

1. The initial identification of possible ELLs is done as soon a new student to the NYCDOE and or the ELSS enters the building. Our pupil accounting Secretary Andrea Travino identifies the student by the home language survey and makes a phone call to Mr. Petersen, Ms.Torres (Spanish) or Ms. Li (Chinese) who are our ESL teachers. One of these pedagogues interviews the parents and helps them to fill out the HLIS form in their native language. (All three have done this for a combined 60 years for the NYCDOE and we feel they are experts in this process). If an interpreter is needed we utilize the many staff members that have indicated that they are fluent in a second language, on an internal school survey. If we cannot assist a parent, we call the Department of Education's translation line, but most of the time we can work with the parents finding a translator at the school. After the HLIS has been filled in we speak with the child and determine if the questionnaire adequately tells the story of their language ability. We also make sure and ask the parents about time away from school to determine the status of SIFE during this interview and quite often ask the students for the writing sample with the LAB/R if our interview and the HLIS deem it necessary. If there is a home language other than English indicated and the child's interview indicate ELL status we administer the LAB/R as our initial assessment process. Using the cut scores on LAB-R form A and B we determine program placement or stop the procedure if the student tests out. A Spanish student who scores below the total score for testing out will be given the short version of the Spanish Lab also at this time. The LAB/R and the Spanish LAB are given only once in the students' educational careers. Yearly an entitled ELL is given the NYSESLAT test in the spring by these same pedagogues in their classrooms or small groups. Much time and consideration is taken to prepare for this exam as it is an extremely important high stakes exam that can make a huge difference for the ELL students' futures.

2. Parent choice has become part of New Dorp High School in that we give our parents a chance to decide on the type of program they want for their children. They can choose transitional bilingual classes, dual language or the freestanding ESL classes. All three are offered in NYC and parents watch a DVD after their children are identified as ELL to decide on their choice. We like to offer the parents choice as soon as possible so that if they decide on a program we don't have the numbers for, we can offer them a transfer option. This also allows us to look over our numbers to see if we can put a chosen program in place. We have considered a bilingual spanish program or transitional bilingual program, but our choice is limited until we get parents to choose these programs for their children. We do recommend that parents make the choice for one model as evidence has shown students do better over the years in the same program. Many of our parents work in the evenings and are unable to make it to school for parent outreach meetings so we try to meet their schedules by seeing them when the time is best for them. We've also used parent breakfasts as ways to invite them in to discuss the educational opportunities we can offer their children. Our Title III and separate SIFE grants have paid for these outreach programs in the past.

3. Parent forms are given out as soon as we determine entitlement. We try to get these forms from the parents as soon as possible and if we can't, we call them and discuss the options. Most of the time we ask the parents to come back to the school to fill out an important selection form where Mr. Petersen gives the form, after the parent watch the DVD. Yearly checks are made in the student files to assure that these forms are gathered and a checklist is kept in our Lab/Besis Coordinator's office on new admits which alerts us to the parent choice letters. Parents are given a yearly choice letter where they may change their minds about the program they've chosen for their children's education. We send out continued participation letters and also letters of non-entitlement which inform the parents that their child has passed the NYSESLAT and will no longer need services as per Part 154. (Students are still given time exemptions on tests for two years and are allowed to participate for one year in the program they chose previously).

4. Our criterion for placing students in ESL instructional or bilingual programs is parent based. If we have enough parents who ask for bilingual services they will get them. We need 20 students on a grade level and language ability to open a bilingual classroom in a language. If we only have 5 we hold these letters until we get 15 more. Until that time students are placed in the freestanding ESL program we offer. Our parents must indicate to us they want these services before we can offer them because of the numbers we have. We have access to translation services whenever we want to explain to the parents their choices. We show them a DVD that clearly explains the programs and options. Our parents are informed and can become involved in the PTA to become more involved in the school and making changes they deem necessary. We encourage as much parent communication as possible here at New Dorp.

5. Parent trends at New Dorp over the past years indicate an overwhelming number of freestanding ESL choice letters. Parents want their students to learn English and have chosen ESL programs with content area classes in English.

6. Our program models are aligned with parent requests. We have also made an effort to offer as much extra native language help as we can, using parent communication in all languages available. Our classes are aligned with these parent requests but we have

also made the effort to include native language instruction in our supplemental programs such as, Destination Math in Spanish and soon Arabic and Chinese. The Achieve3000 reading program is a dual language program for Spanish and English speakers also. Through a Title 1 budget we've also made all communications home available in the native language of our parents. This program is aligned to parent choice.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	54	37	62	0	153
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	54	37	62	0	153

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	94	Special Education	30
SIFE	33	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	38

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	84	20	8	31	7	10	38	6	12	153

Total	84	20	8	31	7	10	38	6	12	153
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	18	19	0	62
Chinese										4	4	4	0	12
Russian										1	2	5	0	8
Bengali										0	1	1	0	2
Urdu										2	1	0	0	3
Arabic										8	3	4	0	15
Haitian										1	0	0	0	1
French										1	1	3	0	5
Korean										0	0	0	0	0
Punjabi										1	0	2	0	3
Polish										2	0	2	0	4
Albanian										4	1	7	0	12
Other										8	3	15	0	26
TOTAL	0	0	0	0	0	0	0	0	0	57	34	62	0	153

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?

a. Our ESL classes are Self Contained, Freestanding ESL classrooms. We group our classes according to levels attained on the NYSESLAT by beginner, intermediate or advanced (we even have different level groupings within the intermediate level). Each level is scheduled for mandated time amount for ELL students. Our beginners receive 540 minutes of ESL service, intermediates receive 360 minutes and advanced students receive 180 minutes of mandatory ESL classes with a licensed ESL teacher. We also offer extra classes like a newly formed computer/composition class for our ELLs, which is taught by a licensed ESL teacher and provides an elective credit in computers, while helping them with their writing skills, keyboarding, and basic computer technology. Many of our beginner students are scheduled into this course.

b. Our ELL students are not blocked but we did schedule many of the beginners in the same courses to alleviate frustration since they are new to the ELSS. Our school is structured into 8 Smaller Learning Communities where students, ELLs included, choose an SLC based on a career interest they may have.

2. Our Lab/BESIS coordinator looks over the levels of all ELL students and with the guidance counselors, makes sure that the appropriate numbers of mandated minutes are provided to all ELL students. Since we have a Freestanding ESL program our time frames are clearly labeled by the Part 154 mandates. We also deliver supplemental services with our Title III and SIFE grants that extend the support to our ELL students each year. Our extended day program using the differentiated instructional program Achieve3000, Destination Math and our B.E.S.T. center allow ELLs a great opportunity during the week and also on Saturdays for the help they need. Our students are also provided tutoring by SES teachers afterschool in their content areas.

3. Content area instruction is woven into our Freestanding ESL program with the fantastic materials we have chosen over the years. One example of such a program is the R.I.G.O.R. (Reading Instructional Goals for Older Readers) for beginner ELLs. A variety of content areas topics are covered in this exciting series, including Solids, The Boston Tea Party, Jamestown, Objects in Motion, Symbols of the United States. We try to infuse the content area subjects into our ESL lessons using texts like Visions, from Heinle and Heinle, and by interacting with the content area teachers in math, science and history to become more familiar with the subjects they teach. Utilizing Achieve 3000, teachers are able to provide language development in topics that support the content areas. In addition, teachers in each SLC meet daily for common planning time where they discuss what they teaching and problems they may be having, and look at student data, including student work. These meetings have allowed us to target our interventions, such as last year's collaborative teaching Title III Saturday tutoring sessions for the ELLs who are struggling with American History, specifically focusing on academic vocabulary.

4. Our instruction to the varying levels of ELLs at New Dorp must be differentiated and it is for this reason we have added programs like Achieve3000, RIGOR, EMC Writing and Destination Math to our ESL curriculum. Right now we have students working in English and Spanish in reading while our advanced students are doing Regents preparation. Our ELA Regents scores data proves that our structures are indeed working. A newly aquired program is being developed this year at New Dorp called the Learning Village. This on-line product is designed to bring up scores in math and reading. Our teachers are getting professional development to pilot this program being offered by our Office of English Language Learners and Destination Math.

a. Our instructional plan for SIFE students is designed to provide extra assistance for these students who have often difficult educational experiences. Students are exposed to the writing techniques of Judith Hochman in their ESL and content area classes. This

proven writing program provides a strong foundation in writing development and allows teachers to quickly assess students specific writing deficiencies. In addition, whenever possible students are programmed for the ESL computer technology course so that students can learn to utilize computers as a tool for both writing and research. Based on need, we use materials from our beginner LE1 class for our SIFE students, and allow students to publish work built from the basic word recognition to complete essays. Furthermore, through a grant from the Office of English Language Learners we operate the B.E.S.T. Center for S.I.F.E. students. In the B.E.S.T. Center, staff are able to reinforce concepts taught during the day, work on Regents preparation, and provide a safe haven for emotional and academic guidance.

b. ELLs in school for less than three years are tested annually using the NYSESLAT to determine their ESL placement, and help to identify areas of intervention. Just because a student is in the ELSS for three years or less doesn't mean he or she is necessarily going to stay a newcomer. Studies have shown that second language acquisition takes from 2-7 years. We find that students who have come from more educated backgrounds tend to move along more quickly than those who education has been interrupted or haven't been given the opportunity of a good education. For these students who stay newcomers for more than one year we offer extra tutoring daily in all content area classes during ninth period. We also offer a program entitled Liberty Partnership where students can get peer tutoring from college students getting credit for extra help. Ms. Li offers newcomers the opportunity to learn the computer skills that are so important for them. The beginner classes are grouped together in their first or second years in non-threatening settings meant to allow for expression without judgement. In our 8 smaller learning communities we do like to include even beginners in the school atmosphere. We try to keep the beginners in the same house with the same guidance counselor so they can move about as a group with less confusion.

c. For the students 4-6 years in the ESL program we encourage them to get more involved with school programs like Virtual Enterprise, sports activities and school government. Cultural awareness can often help these students adjust better to school work and bridging this with extra-curricular programs such as these often helps. Our VE team has taken many ELL students and offered them national exposure as our VE Law and Business teams have scored nationally for the past four years of competition. Our Achieve3000 reading program and Destination Math are also programs students can do at home. We monitor these programs watching for gains or losses and try to address them. Our smaller learning community common time secessions also address students who may be targeted for specific help in their studies. Our classes in the Freestanding ESL program progressively get more difficult with the L5R classes focusing on Regents tests and more complex writing, reading, listening and speaking exercises.

d. Long-term ELLs have targeted in a few different ways at New Dorp. We first ask for the Extension of Services and try to spot the reason why these students are not passing the NYSESLAT test after the six years of service. Attendance can quite often be a huge problem with this group. We've really made an effort to get these kids to attend our BEST center. We offer laptops and smart boards in this center. We encourage these students to come in and use these computers throughout the day and on Saturdays.

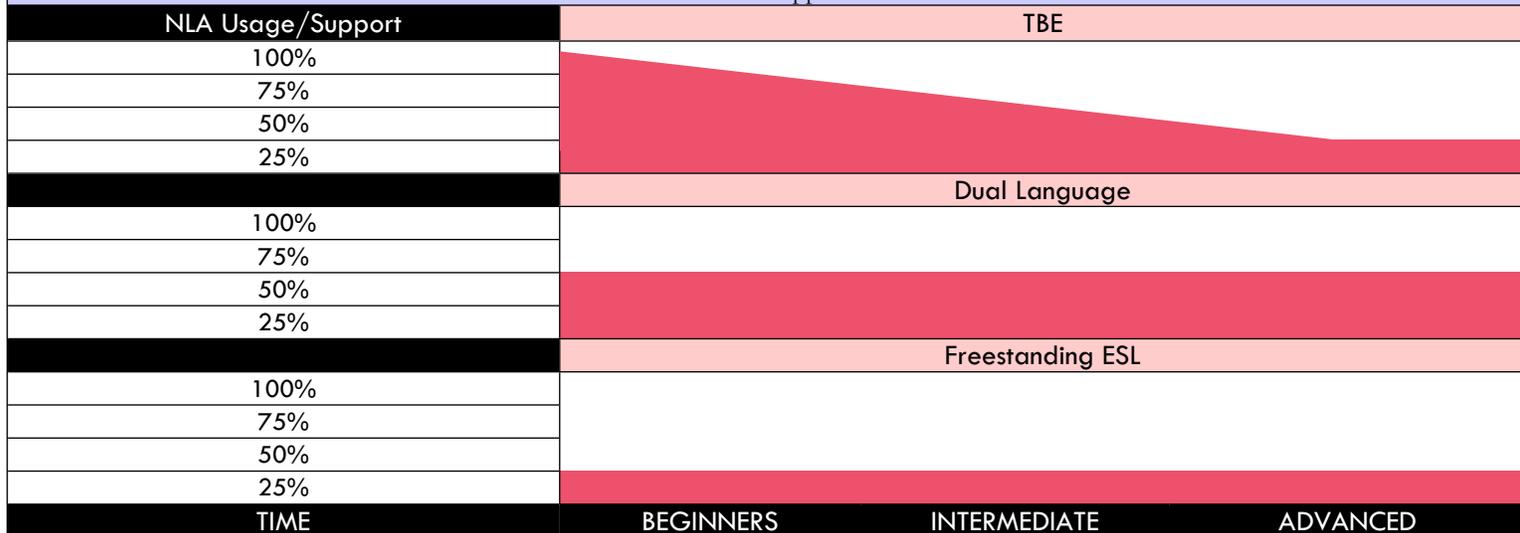
e. Our students with special needs are included with our general education students. Quite often they are accompanied by a Para-professional if their Individual Educational Plan calls for it. We receive a list of all special needs students with their testing modifications and special needs at the beginning of the year from our Instructional Support Assistant Principal Debra Cunningham. In some cases special seating arrangements must be made due to hearing disabilities or sight problems. All special need students are given extra time for classroom exams and since the NYSESLAT isn't timed they are given as much time as they need for that. We try to be as inclusive as possible making the learning environment comfortable and safe for every student.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs for ELLs in ELA, math and other content areas include daily articulation between content area teachers, ESL teachers and Administrators in our small learning community houses. One such day is Kid Talk where teachers discuss students who aren't making the grade or having difficulty with grasping concepts in class. Each teacher in this house sees the students the other teachers are talking about and they compare notes and decide how best to move the student. Teacher training also takes place here with the ESL experts who know methodologies that can help with specific problems. Our Achieve3000 program offers extra help in reading and writing skills for the ELA classroom skills after and during the school day. This program offers reading and writing in Spanish and English.

Many of our low level Spanish students do very well in their first language and need time to raise their reading level. Once they have they move along. Topics are shared so that content area teachers can bring up familiar subjects and the ELLs can shine by sharing in class. Our ESL teacher Ms. Li has been sharing time in our beginner math class helping the instructor with students who don't speak English. She offers new ways for him to reach these students. Mr. Petersen works closely with Ms. Ruggiero who teaches Global to the beginner students. These concepts are very difficult for the non-English speakers. We're using the Destination math program which is available at New Dorp in English and Spanish. This is a program designed for our ELL students and can be used at home to help with key problems in basic math and Algebra. Next year we hope to extend this to Arabic and maybe Chinese. We have a group of college students from the Liberty Partnership Program who come to New Dorp and do peer to peer tutoring. We also offer content area tutoring every day during 9th period in all subjects. Only recently have we offered a computer course especially for the beginner ELL population. This class is taught by one of our licensed ESL teachers, Ms. Li. Students learn how to use the computer and its applications all the way up to Excell and power points. This course is additional support above the 540 mandated minutes required.

6. Our continuing transitional support for ELLs consists of making sure all of these students are recognized and given the opportunity to take advantage of extra time on Regents tests and the glossaries and word for word dictionaries. Mr. Petersen, the ELL test coordinator is readily available during each test offering these services and checks the rosters for these students prior to the tests. We also offer the transitional ELLs the opportunity to stay in ESL for one year after passing the NYSESLAT. Yearly we have around two or three students who do this so they can gradually move out of the ESL classroom with support.

7. We are looking forward to the Destination Math program at New Dorp. This program offers so many valuable tools for us including parent participation, math understanding and bilingual education. We have used this program with our S.I.F.E. and long-term ELL students and as many other ELL students as we can involve. We would like to continue to grow with this B.E.S.T. center for ELLs. It has become a sort of safe haven for many ELL students at New Dorp. We would also like to open a class for ELLs with Ms. Li dedicated to the beginner math students who are having problems. We are trying to keep the same teachers, who are trained to know how to deal with brand new ELL students, in the beginner classrooms for History, Math and even ESL. Our teachers collaborate with the one another and with their SLC members on ways individual student problems can be taken care of.

8. Right now we haven't decided to discontinue any programs for ELLs at New Dorp. We are pushing forward to make the extra programs we offer better and also make our daily classroom work as good as it can be.

9. All ELLs mixed in with other students at New Dorp. Our small learning communities make sure of that. We have students in all houses and they have the opportunity to change their minds just like the non-ELL population. Tutoring is available to everyone as well as extra-curricular activities such as, 40 various sports teams, the theatre program and numerous clubs. Our extended day Achieve3000 differentiated reading program is offered on Mondays and Wednesdays from 3pm to 5pm twenty-seven times each semester. One elective credit is awarded to successful ELL students for participation. Through the SIFE grant we offer the BEST center (Be Exceptional Start Today) which is open to students Saturday morning from 9am to 11am weekly. It is also open during the school day during student lunch periods and off periods. We offer ELA tutoring on Saturdays for the Winter and Spring exams for ELLs.

10. Instructional materials in the Freestanding ESL classrooms includes, but is not limited to, Visions, a language development and reading program in the proficiency levels of pre-literacy to transition. The Heinle Reading Library Illustrated Classics Collection. Voices in Literature from beginning to advanced, which integrates authentic literature and fine art illustrations with rich, active, and interactive classroom learning experiences. The Heinle Picture Dictionary for the low-beginning to low-intermediate ELLs as well as the Basic Newbury House Dictionaries and Word to Word dictionaries in various languages. This year we are also using the Grammar Connection program in our intermediate and advanced classes. In our Regents Preparation courses for the advanced ELL we are using the "Getting Ready for the English Regents Essay" course centered around three pieces of literature, The Dominican Dream, Buried Onions and The House on Mango Street. The R.I.G.O.R. reading program is being used in both of our beginner ESL classes. We are also purchasing a new educational product for our Science classes. This is a virtual visual library of Earth Science topics in English and Spanish. Through a pilot program we are working with the Learning Village which is a digital program to support ELL instruction and student learning. Our ELL teachers are constantly looking for the best instructional materials by attending the professional development workshops where vendors are often invited to share product information. Best practices workshops are also attended where teachers from all over the city share their "best practices" with each other in small workshops. NYSESLAT materials are used to help prepare students for this high stakes test. Speaking tests, describing pictures, listening and reading are all part of preparation for this test. Actual practice tests are copied and given to students for review and familiarity.

11. Native language support at New Dorp is offered through our Achieve3000 program in Spanish and English and our newly purchased Destination Math program in Spanish and English. In our Freestanding ESL program we encourage free dialogue in all languages. Some of our classes have 19 different languages so this becomes quite the melting pot of language! We are also investing in a Visual Learning program that is offered in English and Spanish. This program focuses on Earth Science. Since our data shows our Spanish students

need this help we're buying this program with help from a SIFE grant offered by the Office of English Language Learners in NYC. Three of our ESL teachers are Bilingual Spanish, Chinese and English speakers.

12. Required services support

13. We started a program last year for newly arriving ELL students entitled, "Project Jumpstart," but it was eliminated because of budgetary matters in Title III funding. We brought the newcomers in for two weeks prior to the official opening of school and gave them a head start by showing them the school's layout and introducing them to their ESL teacher at the beginner level. They were brought into the computer room and given help on the programs they might be using during the school year, shown the classrooms and basically introduced to the school. We then followed the program up by giving them a cultural trip around the island of Manhattan on the Circle Line Cruise Ship. This was an amazing program we hope to bring back with funding in the future. This past summer didn't allow us to do this, but we did offer a one day introduction to the school for all new students.

14. ELL students are offered the Italian and Spanish languages at New Dorp at the present time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The professional development of content area teachers at New Dorp is ongoing in our small learning communities. Our ESL teachers Ms. Torres, Ms. Li and Mr. Petersen attend workshops and professional development throughout the city, bringing PowerPoint presentations and teaching tips to each SLC monthly to keep Content Area teachers informed and aware of the needs of the ELL students they teach. Our ESL teachers and most of the content area teachers who service our ELLs participated in an excellent writing workshop entitled "Teaching Basic Writing Skills" by Judith Hochman, Ed.D. Writing is the most challenging skill to teach English language learners. This process is especially difficult for the new language learner who must process an American History course or the play Hamlet when they haven't been exposed to either in their education prior to coming to New York City. New Dorp High School has recently developed eight small learning communities within the school. Emphasis is being placed on finding problem areas for the ELL students in the content areas. Each SLC meets five times weekly to develop strategies that help students in their houses succeed in school. Once or twice weekly teachers from various content areas in the SLC hold Kid Talk sessions while on another day one of our ESL specialists may present a power point on how technology affects the reading levels of ELL students. These topics vary from month to month, but some tentative dates and topics include but aren't limited to:

October	Raising the Bar	The use of technology with the ELLs
November	Adapting Materials	How to adapt materials for ELL students
December	Effective Teaching	Strategies Various teaching strategies to help ELL
January	Beginner ESL students	What to look for and how to service Beg. ELL
February	Using charts and graphs	Sample graphs that really work in the class
March	Using charts and graphs	Sample graphs that really work in the class

The Teaching Strategies for English Language Learners program is a professional development program that we can easily administer, which will enhance instructional and assessment practices for all of our participating teachers on this topic. We are purchasing this product with aid from a SIFE grant with the following goals in mind. Specific scheduling will follow as we will fund the implementation with Title III monies so that we might supplement learning pd for our content area teachers.

Creating an ELL-Friendly Learning Environment

Strategies to Boost Reading Comprehension

Vocabulary Instruction

Grouping Options for ELLs

Instructional Design and Delivery

Assessment Practices

Developing Partnerships with Families and Communities

E. Parental Involvement

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

1. Our Parent workshops have been extremely successful at New Dorp in the past. This year we are offering three workshops:

- The College Application Process for the ELL Parent
- In-house Academic Support.... Who, Where, & When for the ELL Student
- Reading & Understanding your Child's Transcript for the ELL Parent

These three workshops will be two hours each. We will supply refreshments and incentives for the parents to attend. A Guidance/Social worker, ESL teachers and our ESL Assistant Principal will staff these workshops.

2. We have partnered with the Liberty Partnership program which offers free tutoring to our ELL students and parents alike.

3. We are now using a system called Datacation which allows all parents access to their children's classwork grades, behavior and attendance. We also send out all correspondence in our four major languages to communicate better with parents. Over the past two years we have sent our questionnaires as to how parents are involved with technology or whether they knew how to read their children's transcripts. Based on these questionnaires we have set up parent meetings to try and meet these needs.

4. We've offered parents basic computer classes in Microsoft Word and general keyboard understanding. We've supplied them with books and workbooks for this course and I think it helped their confidence in working with computers which raised their self efficacy. Our workshop on understanding your child's transcript has been received very well also. Parents want to know what's going on with their children's education but don't always understand how to read a transcript. This course took them through the process aided by a qualified guidance counselor/social worker.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										13	9	10	0	32
Intermediate(I)										22	16	38	0	76

Advanced (A)											22	9	14	0	45
Total	0	0	0	0	0	0	0	0	0	0	57	34	62	0	153

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	4	2	0
	I										8	5	13	0
	A										15	12	20	0
	P										22	13	20	0
READING/ WRITING	B										6	8	8	0
	I										20	18	32	0
	A										19	7	14	0
	P										0	1	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	34		11	
Math <u>Algebra</u>	57		21	
Math <u>Geometry</u>	5		5	
Biology	0		0	
Chemistry	0		0	
Earth Science	16		2	
Living Environment	22		22	
Physics	0		0	
Global History and Geography	41		19	
US History and Government	22		12	
Foreign Language	0		0	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		