



**NEW WORLD HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: NEW WORLD HIGH SCHOOL**  
**ADDRESS: 921 EAST 228 ST., BRONX, NY 10466**  
**TELEPHONE: (718) 696-3800**  
**FAX: (718) 696-3801**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** X513      **SCHOOL NAME:** New World H.S.

**SCHOOL ADDRESS:** 921 East 228 St., Bronx, NY 10466

**SCHOOL TELEPHONE:** (718) 696-3800      **FAX:** (718) 696-3801

**SCHOOL CONTACT PERSON:** Fausto Salazar      **EMAIL ADDRESS:** fsalazar@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Primitivo Cuautle

**PRINCIPAL:** Fausto Salazar

**UFT CHAPTER LEADER:** Ron Buono

**PARENTS' ASSOCIATION PRESIDENT:** Primitivo Cuautle

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Juan Baez

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** Fordham PSO/551

**NETWORK LEADER:** Marge Struk

**SUPERINTENDENT:** Geraldine Taylor-Brown

## 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
<b>Fausto Salazar</b>	*Principal or Designee	
<b>Ron Buono</b>	*UFT Chapter Chairperson or Designee	
<b>Primitivo Cuautle</b>	*PA/PTA President or Designated Co-President	
<b>Regina DelOrbe</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Yusmery Paz</b>	DC 37 Representative, if applicable	
<b>Juan Baez Kaylee Rodriguez</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>Valerie Miano</b>	Member/STAFF	
<b>Julia Maldonado</b>	Member/STAFF	
<b>Carmen Sanchez</b>	Member/PARENT	
<b>Yeti Gonzalez</b>	Member/PARENT	
<b>Griselda Robles Titla</b>	Member/PARENT	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

### I: SCHOOL PROFILE

## **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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New World High School was founded in September 2004 with the goal of establishing a supportive learning environment that addresses the unique and diverse needs of students who have limited proficiency in English, most of whom are recent immigrants to New York City. We are an English immersion school; students receive instruction in all subject areas in English, and are required to speak English in all of their in-school and extracurricular activities to support their language acquisition. Students receive extended instruction in English as a Second Language. Instruction in all other classes is modified to support students' learning at and above the New York State standards for those disciplines, while also supporting students' acquisition of English skills.

Within and beyond the classroom we strive to use our small learning environment to support all of our students' needs as they adjust to their new surroundings, and to help them to prepare for life after high school. Our teachers work collaboratively to develop a curriculum which links instruction across the disciplines, allows our students to gain greater depth of knowledge in each field, and acquire a comprehensive understanding of the concepts and topics they study. All students also take an Advisory course where they receive instruction in life skills and additional social and academic support from a teacher who follows their academic progress. In our learning community, students' diverse backgrounds and life experiences are a resource that we all share in celebrating our multicultural city, and in seeking to understand the complexities of global issues. Our school has also become a home for our students' families as they adapt to life in the Bronx. Students and their parents participate in special events and activities such as multicultural night, talent shows, trips to cultural events in New York City and New York State, and more.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank

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 World High School								
District:	11	DBN:	11X513	School BEDS Code:	321100011513				
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:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.4	92.7	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.6	81.2	TBD		
Grade 4	0	0	0	Poverty Rate - % of Enrollment:					
Grade 5	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	0	0	0		97.2	82.7	97.8		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	49	75	109		0	12	TBD		
Grade 10	80	82	128	Recent Immigrants - Total Number:					
Grade 11	78	63	52	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	67	54	65		14	75	107		
Ungraded	0	0	0	Special Education Enrollment:					
Total	274	274	354	(As of October 31)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	TBD		
Number all others	0	0	3	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	N/A	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	19	24	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	242	193	286						

format provided.

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	0	0	1	Number of Administrators and Other Professionals	8	7	TBD		
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD		
<b>Overall Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
	20	36	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD		
				% more than 2 years teaching in this school	45.0	48.0	TBD		
				% more than 5 years teaching anywhere	10.0	16.0	TBD		
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>					
(As of October 31)	2007-08	2008-09	2009-10	<b>% core classes taught by "highly qualified" teachers (NCLB/SED)</b>					
American Indian or Alaska Native	0.4	0.0	0.3	100.0	94.4	TBD			
Black or African American	8.8	8.4	10.2						
Hispanic or Latino	71.2	72.6	72.6						
Asian or Native Hawaiian/Other Pacific Isl.	10.2	6.2	7.3						
White	9.5	12.0	9.0						
Male	51.5	47.1	47.5						
Female	48.5	52.9	52.5						
<b>2009-10 TITLE I STATUS</b>									
√	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					
	√	√	√	√					
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>									
SURR School (Yes/No)	If yes, area(s) of SURR identification:								
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>									
	<b>Phase</b>			<b>Category</b>					
	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:							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>ELA</b>	<b>Math</b>	<b>Grad Rate**</b>	
<b>Student Groups</b>							
<b>All Students</b>				√	√	√	
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial						-	
<b>Students with Disabilities</b>				-	-	-	
Limited English Proficient				√	√		
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				<b>4</b>	<b>4</b>	<b>1</b>	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	92.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	13.4			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:	25			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	49.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## **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?
- 

**Looking at the overall trends and student test scores, we have determined that tenth grade students are not performing successfully on the Living Environment and Integrated Algebra Regents exams. Also, our eleventh grade students are having a difficult time achieving success on the essay section of the English Language Arts Regents exam.**

**Our greatest accomplishments over the last couple of years have been our consistently high student attendance rate, and the percentage of ELL students who have graduated on time. Our average attendance rate has been 92%, and 82% of our 2010 cohort have graduated. We have also received a grade of high A on the Progress Report, and have been ranked among the top 5% of high schools in the city.**

**Our school continued to improve with the help of the Math/Science partnership through Hunter College which helped us to develop a support system that is immediate and individualized upon student needs in the Math and Science classrooms. With the help of the Office of ELLs, we have been able to expand this support system to include English and Social Studies. This program is a combination of in-class peer tutoring, after-school peer tutoring, mock Regents exams, item analysis of these exams, and planning instruction based upon these results.**

**Internally, we have been able to organize ourselves to increase opportunities for professional development for our staff. With the help of outside consultants and the additional resources of our support organization, we have met regularly to conduct action research. Research in this area was presented, and staff began to formulate action research questions, met frequently with colleagues and administrators to continue planning, conduct research, discuss findings, and adjust instruction and assessment according to student needs. In addition to frequent meetings, all staff members shared presentations that focused on individual action research projects as a way of sharing best practices.**

## 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.

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### **Goal 1:**

To increase student achievement by at least .5 on the essay section of the English Regents exam for 11<sup>th</sup> grade students by August, 2011. Past test results have indicated that students' performance on the essay section of the ELA Regents exam needs to be addressed. Our students, all of whom are ELLs, need to strengthen their writing skills. We will do so by including more outlines, formulas, and graphic organizers to help students understand and internalize the essay structures. We will also offer after-school and Saturday classes to prepare students for the ELA Regents exam.

### **Goal 2:**

To increase the passing rate for tenth grade students on the Integrated Algebra Regents exam by at least 5% by August, 2011. Students need to develop literacy as it relates to Mathematics in order to address the short answer section of the Integrated Algebra Regents exam which is hindering students from achieving.

### **Goal 3:**

To increase the passing rate on the Living Environment Regents exam by at least 5% for tenth grade students by August, 2011. We will provide after-school laboratory enrichment programs so that students can connect theory and practice. Various literacy resources will be used to enhance literacy skills so that students will be able to better address the Part B response (writing) section of the Living Environment exam.

**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):** English

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase student achievement by at least .5 on the essay section of the English Regents exam for 11<sup>th</sup> grade students by August, 2011.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Besides mid-terms and final exams, we will also have at least two mock-Regents exams. Item analysis will be conducted and instruction will be adjusted accordingly. Instruction will also include outlines, formulas, and graphic organizers to help students understand and internalize the essay structures. The use of past Component Retest materials will be used to familiarize students with literary elements. We will also incorporate Achieve 3000 into instruction.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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><b>Per-session for after-school and Saturday classes to prepare students for the ELA Regents exam will be funded using Tax Levy funds. Purchase of Achieve 3000 for upper grades will be funded using Tax Levy funding.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Mock Regents exams in November</b></li> <li>• <b>Midterm Exams</b></li> <li>• <b>Final Exams</b></li> <li>• <b>Class Essay Writing Practice</b></li> </ul>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing rate for tenth grade students on the Integrated Algebra Regents exam by at least 5% by August, 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will implement an in-class peer tutoring program for students in levels 1 and 2. After-school and Saturday classes will be offered to help students to develop literacy as it relates to Mathematics in order to address the short answer section of the Integrated Algebra Regents exam. We will administer mock-Regents exams, conduct item analysis, and plan interventions based upon student needs. Common planning time across the curriculum will be available to share findings and best practices. Professional development will include teaching literacy skills to students as they relate to Reading Comprehension for access to Math concepts and questions.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p>Per-session hours will be funded with Tax Levy, and professional development consultants hired will be paid using Title 1 funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Administer Mock Regents Exams in October and December for Fall semester</li> <li>• Administer Mock Regents Exams in February and April for Spring semester</li> <li>• Administer Princeton Review Predictive Test as scheduled by NYC Department of Education</li> </ul>

Subject/Area (where relevant): Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing rate on the Living Environment Regents exam by at least 5% for tenth grade students by August, 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will provide after-school laboratory enrichment programs so that students can connect theory and practice. Students who are having difficulty making connections between what is being learned during labs, and what is being tested during standardized assessments, will learn the connection process. PASCO products, Brain-Pop software, Discovery Streaming, Engrade online grade book/testing/study assessment tool, and literacy resources will be used to make concept accessible to different types of learners and to enhance literacy skills, thus enabling students to address the Part B response (writing) section of the Living Environment exam. We will conduct curriculum and professional development workshops, and provide PASCO webinar professional development to Science teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p>After-school curriculum and professional development sessions will be funded with Title 1. Consultants will be paid through Title 1 funding. Per-session for after-school lab classes will be paid with Tax Levy funding. PASCO materials will be purchased using Tax Levy funding. All software needed (Discover Streaming and Brain-Pop) will be purchased using Tax Levy funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Each unit and unit assessment will reflect performance/inquiry-based skills and the literacy objectives. These skills will be built into the unit before the unit begins.</li> <li>• Homework assignments will regularly include external readings in addition to the content review.</li> <li>• After performing each laboratory activity, students will reflect on the content and process skills included and will formally demonstrate mastery in a written lab report.</li> <li>• Lesson plans will incorporate opportunities for student inquiry and engagement with ongoing inquiry-based assessment reflected by student responses</li> </ul>

## **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	25	20						
10	25	90	25	101				
11	20	65	16	180				
12	15	15	15	28				

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>We offer Regents prep classes as part of students' regular programs, peer tutoring during the school day, Regents prep AIS after school with a 1-5 teacher-student ratio, peer tutoring after school, and Regents Saturday Academy.</b>
<b>Mathematics:</b>	<b>We offer Regents prep classes as part of students' regular programs, peer tutoring during the school day, team teaching with one ESL and one Math teacher, Regents prep AIS after school with a 1-5 teacher-student ratio, peer tutoring after school, and Regents Saturday Academy.</b>
<b>Science:</b>	<b>We offer Regents prep classes as part of students' regular programs, peer tutoring during the school day, Regents prep AIS after school with a 1-5 teacher-student ratio, peer tutoring after school, and Regents Saturday Academy.</b>
<b>Social Studies:</b>	<b>We offer Regents prep classes as part of students' regular programs, peer tutoring during the school day, team teaching with one ESL teacher and one Social Studies teacher during the school day, Regents prep AIS after school with a 1-5 teacher-student ratio, peer tutoring after school, and Regents Saturday Academy.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>In identifying "at risk students", we look at students who are not achieving passing grades in their core academic subjects. These classes are needed to meet standards for promotion to the next grade. At-risk students may be struggling because of language acquisition, learning disabilities, interrupted formal education, emotional issues, problems at home, or other factors that prevent them from thriving at school. We conference individually with these students to create a plan for improvement in school. These students may also need services to assist them in achieving academic success.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	

**At-risk Health-related Services:**

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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.

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**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.

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**Section III. Title III Budget**

School: New World H.S. BEDS Code: 321100011513

<b>Allocation Amount: \$46, 080.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$43,404.30</b>	<b>870 hours of per session for ESL and General Ed teachers (PM school and Saturday classes) to support ELL Students: 870 hours x \$49.89 = \$43, 404.30</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>\$1,275.70</b>	<b>CD Players, Audio Books, Leveled Books</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>	<b>\$1,400.00</b>	<b>Cultural tours of museums, Broadway play, sites in New York City</b>
<b>Other</b>		
<b>TOTAL</b>	<b>\$46,080.00</b>	

### **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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - a. **Student registration forms**
  - b. **Student Biographical information (ATS)**
  - c. **Parent-Student Survey**
  - d. **Report Cards**
  
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.

**The following is a breakdown of our student population by ethnicity:**

- **65% Of our school's population is of Hispanic origin**
- **11% Of our school's population is of Arabic origin**
- **4% Of our school's population is of European origin**
- **2% Of our school's population is of Asian origin**
- **14%Of our school's population is of African origin**
- **4% Of our school's population is of other origin**

**The findings are reported to the school community through available online reports such as Report Cards, the Progress Report, the Quality Review, etc. This information is also disseminated during parent meetings, and Advisory classes.**

## **Part B: Strategies and Activities**

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

**According to the results compiled from Part A, the written translation services that our school provides to our parents to ensure appropriate and timely information in a language that the parents can understand are:**

- a. **Translated materials provided by the DOE and Translation Services**
- b. **Simultaneous translations provided at meetings, assemblies, and parent-teacher conferences. (Translations provided by teachers, parent support staff, and DOE translation services when feasible)**

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

**The oral interpretation services that the school will provide to our parents will be conducted in collaboration with teachers, parent support staff and DOE contracted vendor (when feasible)**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**The school will and does fulfill Section VII of the Chancellor's Regulations in the following manner:**

- **General information such as school policies, parent notification in terms of academics, attendance, and discipline are translated using the NYCDOE translation unit.**
- **Parent Meeting – Workshops are conducted in English and Spanish with simultaneous translations to other languages as requested by parents**
- **Parent Conference – Sequential translation is used**
- **In the General Office, we have posted information explaining the rights of parents and a detailed list of parents' rights are available and posted in different languages.**

**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:	<b>\$303,804.00</b>	<b>\$80,874.00</b>	<b>\$384,678.00</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>\$3,038.00</b>	<b>\$809.00</b>	<b>\$3,847.00</b>
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>\$15,190.00</b>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<b>\$30,380.00</b>	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%
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.

\* 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**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **PIP**

### **School-Parent Compact Provisions**

School Responsibilities:

New World High School will:

1. 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:
  - a. The school will maintain a wide range of enrichment courses;
  - b. Provide A.I.S. after-school tutoring sessions
  - c. Offer Regents Prep courses during the day, during PM School and during the Saturday Academy.
  - d. Continue to implement Guidance-related outreach sessions.
2. Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child’s achievement.
3. Provide parents with frequent reports on their children’s progress. New World HS will provide reports as follows:
  - a. Parents will be notified through individualized phone calls made by teachers and school aides;

- b. Distribution of report cards;
  - c. Promotion in doubt letters.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: The staff is available for consultation during Parent/Teacher Conferences and for individual phone or in-person meetings by appointment. Mailing post cards and notification letters.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities and attend field trips.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  7. Involve parents in the joint development of any School-wide Program plan.
  8. 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 (participating students), and will encourage them to attend.
  9. 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 practicable, in a language that parents can understand.
  10. 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.
  11. On the request of parents, provide opportunities for monthly 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. Parents will be notified through monthly calendars, letters, flyers, and newsletters as to the date and time of meetings and workshops to address the implementation of instructional programs.
  12. Provide to each parent an individual student report card six times per school year.

### **Parent Responsibilities**

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

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring use of internet.
4. Volunteering.
5. Chaperoning trips.
6. Participating, as appropriate, in decisions relating to my children's education through the PA and SLT.

7. Promoting positive use of my child's extracurricular time.
8. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.
9. Attend monthly PA meetings and special events committees.
10. Log into ARIS to see how my child is performing in school.

### **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:

1. Do homework projects and all tasks every day and ask for help when needed.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
4. Gain mastery in academic, social, workforce and employability skills.
5. Attend all college preparation workshops and use the material.
6. Attend State mandated assessments, Regents, PSAT/SAT and ACT preparation classes that New World High School offers during the day, after school and on Saturdays.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

**Our programs are designed to support a student body comprised entirely of English Language Learners in reaching a high standard of competency in English and all subjects through an English immersion model. We also provide extensive services both within and beyond the classroom to support all students' academic achievement, as well as their social and developmental needs as they adjust to life in a new context and prepare for life beyond high school.**

3. Instruction by highly qualified staff.

**All of our instructional staff is certified in their subject areas. Most importantly, our eight English teachers are certified in ESL instruction, a qualification which enables them to provide expert instruction tailored to our students' needs. One of our social studies teachers is also certified in ESL instruction. In addition, several of our staff members speak a language other than English, a resource which allows us to more effectively support students' guidance needs, and to facilitate outreach to parents. Five of our staff members speak Spanish; other staff members speak French, Italian, Albanian, Korean, and Arabic.**

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.

**Our comprehensive professional development plan is designed, first, to support all of our staff in developing the specialized skills they need to support English Language Learners through instruction in each discipline, as well as through guidance support. Secondly, our program facilitates collaborative, interdisciplinary planning, which in turn allows teachers to develop a curriculum and lessons that allow students to develop their knowledge and skills in greater depth. Professional development consultants with expertise in ESL techniques, subject-specific teaching skills, and interdisciplinary project design, all conduct in-house seminars for all staff and tailor training to individual teachers. Our staff members also conduct workshops for parents to support their understanding of the New York City System and our school's unique educational approach. These workshops allow parents to provide us with suggestions and direction as we further develop our programs.**

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

**We seek to recruit high-quality, highly qualified teachers with demonstrated experience at other schools, as well as new teachers from prestigious education programs in our area. Key to our school's success is a component of teachers with an abiding commitment to serving English Language Learners through an English immersion model in all subjects. To ensure that the teachers who come to our school share our central philosophy of teaching, we select each through a process of interviews, consistent with the guidelines of the School Based Option for teacher selection. Several of our teachers are New York City Teaching Fellows. Many of our teachers are participants in Teach for America. Others are graduates of CUNY teacher training programs, and/or come to our school with experience teaching at other New York City schools.**

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

**We have made great strides in engaging parents in our community through a variety of means. Parent participation in our monthly Parent Association meetings is high, and we use the opportunities these meetings afford to provide parents with workshops that orient them to our instructional programs and various relevant aspects of their children's educational experience. We also promote parents' membership in our school community, and support their adjustment to life in New York City, through monthly field trips to sites of cultural interest in our "Saturdays in New York" program. Parents also attend periodic assemblies and school-wide presentations, at which students showcase their academic work as well as their achievements in our after-school programs.**

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.

**N/A**

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.
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.
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.

## 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.

**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.e., Federal, State, or Local)	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			255,195.36	X	11, 12, 13
Title I, Part A (ARRA)	Federal		X				
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			38,707.20	X	19
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local	X			2,021,773.00	X	11, 12, 13, 19, etc.

**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.

**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. —

## **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.

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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.
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.

### **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.
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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>



## 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>

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### **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.)

**We currently have three (3) students attending our school who are in temporary housing.**

2. Please describe the services you are planning to provide to the STH population.

**We provide counseling to our students and parents and offer referrals to agencies that can assist them and their families. Guidance Counselors constantly monitor for academic, social, and emotional patterns to ensure that our students succeed, and also to make adjustments to address their needs.**

### **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

<b>School Name:</b>	New World High School						
<b>District:</b>	11	<b>DBN:</b>	11X513	<b>School</b>		321100011513	

### DEMOGRAPHICS

<b>Grades Served:</b>	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.4	92.7	92.7
Kindergarten	0	0	0				
				Student Stability - % of Enrollment:			
(As of June 30)				2007-08	2008-09	2009-10	
Grade 1	0	0	0	91.6	81.2	81.5	
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
				Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11				
Grade 5	0	0	0	97.2	97.8	76.7	
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	75	109	93	Students in Temporary Housing - Total Number:			
(As of June 30)				2007-08	2008-09	2009-10	
Grade 10	82	128	128	0	12	17	
Grade 11	63	52	99				
Grade 12	54	65	48				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10				
Total	274	354	368	14	75	107	

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	7
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	3
Number all others	0	3	7				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
(As of October 31)				2007-08	2008-09	2009-10	
				CTE Program Participants	N/A	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	19	24	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	7	7
# receiving ESL services only	193	286	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	0	0	1
<i>These students are included in the General and Special Education enrollment information above.</i>							

Average Students (# entering students average for (As of October 31)	Teacher Qualifications: (As of October 31)						
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
	20	36	120	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	45.0	48.0	54.2
				% more than 5 years teaching anywhere	10.0	16.0	20.8
<b>Ethnicity and Gender - % of Enrollment:</b> (As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	65.0	64.0	83.3
American Indian or Alaska Native	0.0	0.3	0.5	% core classes taught by "highly qualified" teachers	100.0	94.4	95.1
Black or African American	8.4	10.2	16.0				
Hispanic or Latino	72.6	72.6	68.8				
Asian or Native Hawaiian/Other Pacific	6.2	7.3	12.2				
White	12.0	9.0	2.4				
<b>Male</b>	47.1	47.5	47.3				
<b>Female</b>	52.9	52.5	52.7				

**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**

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

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

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	v
Math:	v
Science:	v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native						-	
Black or African American					-	-	-
Hispanic or Latino					v	v	
Asian or Native Hawaiian/Other Pacific Islander					-	-	-
White					-	-	-
Multiracial							-
Students with Disabilities					-	-	-
Limited English Proficient					v	v	
Economically Disadvantaged					v	v	
<b>Student groups making</b>					<b>4</b>	<b>4</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	85.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	23.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>055</b>	District <b>11</b>	School Number <b>513</b>	School Name <b>New World H.S.</b>
Principal <b>Fausto Salazar</b>		Assistant Principal <b>Mithat Gashi</b> <b>Hassan Tmimi</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Catrina Rocco/Social Studies</b>		Guidance Counselor <b>Raul Acevedo</b>	
Teacher/Subject Area <b>Maria Simon/ESL</b>		Parent <b>Primitivo Cuautle</b>	
Teacher/Subject Area <b>Kate Donovan, ESL</b>		Parent Coordinator <b>Miguel Vazquez</b>	
Related Service Provider <b>N/A</b>		Other <b>N/A</b>	
Network Leader <b>Marge Struk</b>		Other <b>N/A</b>	

### 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	<b>23</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>372</b>	Total Number of ELLs	<b>310</b>	ELLs as Share of Total Student Population (%)	<b>83.33%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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.

Paste response to questions 1-6 here

1 The initial identification of students who may be ELLs is based upon results of the following steps taken: Every student and family is interviewed, and a home language identification survey is given to the families to complete. Each of the students is given an informal oral interview in English and in their native language, and the Lab-R is administered within ten days as well as the LAB in Spanish which is given to the Spanish speaking students. Determination of proficiency level is immediately made based upon Home Language Identification Survey, interviews, LAB-R and Spanish Lab results. For those students taking the Spanish LAB, based upon results of the exam, additional support is given in literacy.

A licensed ESL teacher, who is also bilingual (Spanish), Ms. Kate Donovan, trained by the Department of Education and Bronx BETAC, conducts initial screening, and administration of the Home Language Identification Survey, interview and LAB-R test administration. Information is then provided to the guidance counselors for appropriate student placement and programming.

All students are given the NYSESLAT exam in the spring term, and based upon results; programming accommodations are made for individual students to ensure appropriate ESL level. Instruction is modified in all classes based upon the patterns that emerge from these results. Classroom activities are designed to address the results of the four modalities.

ELL students are annually evaluated by assessing the results of the NYSESLAT exam which is administered by our licensed ESL teachers: L. Zack, D. Tackett, S. Patten, K. Donovan, K. Robinson, M. Hooper, M. Simon, and E. Greca.

2 The structures in place at New World High School that ensure that parents are aware of and understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) are: meeting with the Parent Coordinator (Miguel Vazquez) and Guidance Counselor (Raul Acevedo), distribution of brochures/flyers describing what options are available, and an orientation workshop. The Principal, Fausto Salazar, and Parent Coordinator inform parents about what we have to offer, and what each of the different programs have to offer, and how they differentiate from each other. We also show a video presentation of the differences of each of the programs. Translation services are provided to parents (staff and DOE translation services) who do not speak English. After meeting with school administration and staff, viewing the video, and reviewing the information in the brochures, parents are welcomed to ask questions relating to our specific program or about any of the others that are offered.

Parent surveys and program selection forms are distributed by staff, and Kate Donovan, one of our ESL teachers, offers further explanation, and answers any questions that parents may have. Completed forms are immediately collected stating parent program choice that best meets their child's needs.

At New World H.S., we stress the importance of parent participation and suggestions. After meeting with the parents, and reviewing surveys, all parents request freestanding ELL courses. Our programming is completely aligned with parent choices.

3 Entitlement letters, parent surveys, and program selection forms are distributed to parents at registration and are collected at that time, and filed in individual student permanent record folders.

4 When parents do not speak English, we provide translation by one of our staff members or by using the Department of Education's translation unit to ensure that parents understand the differences between all programs. As a result, all parents request our freestanding ESL program.

5 After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that 100% of our parents request an ESL freestanding program. Completed parent choice letters are filed, along with all necessary documents, in the students' permanent record folders.

6 Our parents are informed of the different programs available for their children, and after reviewing each of the programs, speaking with our staff, and explanation of our program models, parents choose our freestanding ESL program. We maintain close contact with our parents through our daily outreach, letters sent, and during our monthly parent meetings. All parent concerns and suggestions are

taken into serious consideration and modifications to programs are based upon what is best for each individual student.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>										0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	310	Newcomers (ELLs receiving service 0-3 years)	252	Special Education	7
SIFE	129	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	12

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	252	112	7	39	17		12	0		303
<b>Total</b>	<b>252</b>	<b>112</b>	<b>7</b>	<b>39</b>	<b>17</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>303</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

<b>This Section for Dual Language Programs Only</b>	
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):

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish										61	73	56	27	217
Chinese										0	1	1	0	2
Russian														0
Bengali										0	5	2	1	8
Urdu														0
Arabic										7	11	10	4	32
Haitian										0	3	1	1	5
French										2	9	4	3	18
Korean														0
Punjabi														0
Polish														0
Albanian										1	1	3	2	7
Other										9	6	4	2	21
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	80	109	81	40	310

## 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.

Paste response to questions 1-4 here

1

a Teachers plan lessons and units collaboratively at professional development meetings, using linkages across the curriculum to support targeted ESL areas, such as vocabulary, grammar systems, and support for specific modalities. At these sessions too, the ESL teachers serve as turnkey trainers, teaching ESL instructional techniques to content area teachers. Following our assessment that writing is an area of particular need, we infuse writing instruction into teaching across the curriculum in the form of written projects in each subject class, as well as extensive writing assignments in ESL classes. We also incorporate strategies to learn speaking skills in our ESL classes, and require regular oral presentations in all subject classes. Instruction across the content areas focuses on listening, speaking, reading, and writing. The goal for our instructional program is to provide our students the literacy skills. Content area teachers are trained in implementing ESL strategies in the delivery of instruction. In beginner and intermediate ESL classes, all teachers use more audio visuals, video clips, and scaffolding to differentiate instruction. In addition to books, teachers use numerous web-based software programs such as Achieve3000, PASCO hands-on activities in Science classes, Eduware (exam prep educational software), Discovery Learning for all subject areas, Brainpops for all subjects and Gizmo for Math and Science.

We further support our students' English language learning needs by fostering an environment in which they are encouraged and required to demonstrate their knowledge of English in all of their interactions in our community. We believe that our approaches encourage all of our ELL students to practice more and learn with more confidence.

b At New World High School students are programmed based upon their ESL and grade levels. Students follow their block schedule focusing on student performance and proficiency. Mandated instruction is reflected in the students' schedules. We assign the appropriate block schedule, and ensure that each class has the required number of minutes for ESL instruction.

2

a In our freestanding ESL program, all students receive the required minutes of ESL instruction in compliance with CR Part 154. Beginners receive 540 minutes of ESL instruction per week

Intermediate level students receive 360 minutes of ESL instruction per week, and

Advanced students receive 180 minutes of ESL instruction and 180 minutes of English instruction per week.

3 We are an English immersion school; students receive instruction in all subject areas in English, and are required to speak English in all their in-school and extra curricular activities to support their English language acquisition. Instruction in all classes is modified to support students' learning at and above the New York State standards for those disciplines, while also supporting students' mastery of English skills.

Our staff receives training in the use of ESL techniques through WESTED (QTEL), the Office of ELLs, Bronx BETAC, and Fordham University, among others. Teachers adapt lessons to make the best use of these techniques in order to make information and concepts accessible to all of our students regardless of English skills level.

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

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

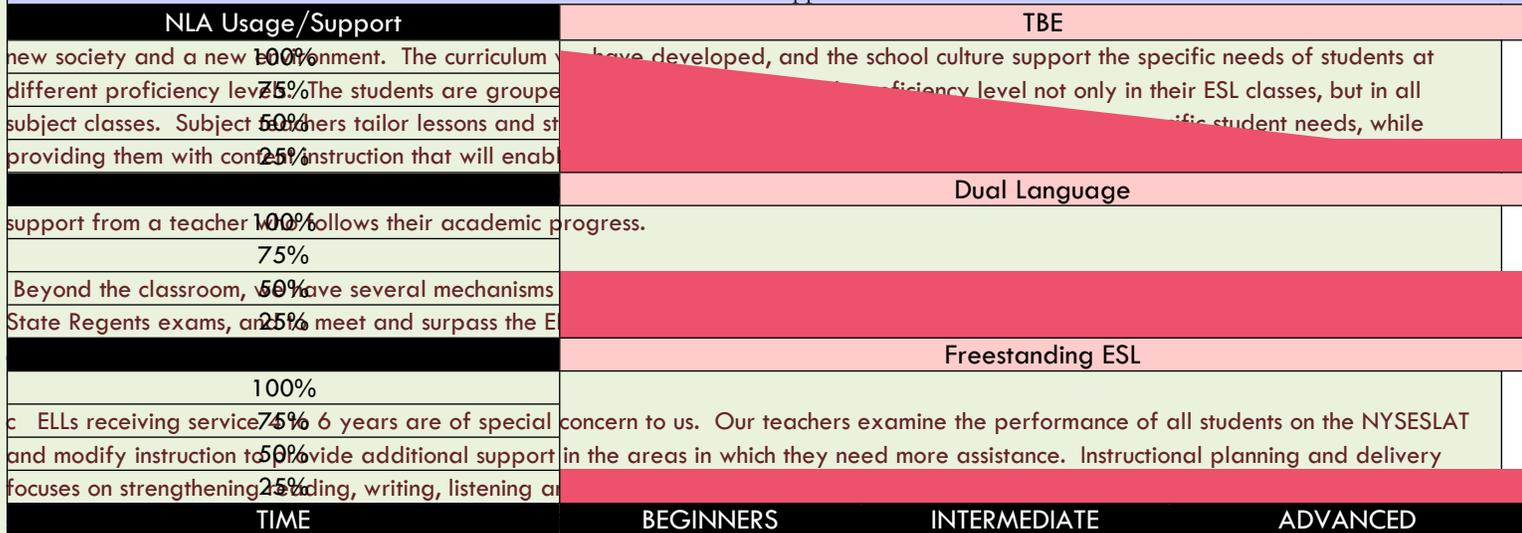
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

b LAB-R, NYSESLAT, and teacher input are used to address the needs of our newly arrived students. Newcomers to our school who speak

**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.



pronunciation, vocabulary, grammar and discourse. The learning activities are developed to engage students in higher order thinking such as analyzing, reasoning, synthesizing, evaluation information and applying knowledge to real life problems. Besides their regular programs, students are provided with small group after-school tutoring, and Saturday enrichment and literacy classes.

d Long term ELLs are provided with additional academic and literacy support. A committee composed of teachers, guidance counselors, and administration meets to discuss individual students and patterns among the group. Accommodations specifically based upon students' needs are made that may include an extra literacy skill building class to ensure success in both classroom and standardized assessment. Patterns that emerge from this group are then used to also modify instruction school-wide.

e In addition to the support during the regular school day, students with IEPs are provided with additional support during the extended day program and after school where a state certified special education teacher works with them closely. The teacher is currently seeking a second certification in TESOL. The committee that includes teachers, guidance counselors, administration, and Special Education campus personnel meets regularly to review information that includes the IEP, student work, and student exams to make recommendations to ensure that students meet the requirements for successful graduation.

## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5 All instruction is delivered in English. In order to ensure success in ELA, Mathematics, and other core content areas, we provide a Regents prep class, in-class peer tutoring, after-school peer tutoring, team teaching (ESL and Global), Saturday Academy, mock Regents exams, and ACUITY exams. All of these are constantly being analyzed and adjustments to instruction continue to be modified to align to student needs.

6 Students who reach proficiency in the NYSESLAT are provided with a rigorous academic program. We provide the necessary support to students who test proficient on the NYSESLAT. We also provide test accommodations for two years after a student has reached proficiency. Former ELLs participate in all school activities, which include extended school day, AIS, after school and Saturday Academy. In addition, students take college courses at Hostos Community College and at Lehman College. Staff members continue to be trained in instructional strategies appropriate for this group of students.

7 We will continue to develop our existing program with a focus on long-term ELLs and SIFE students.

8 None of our programs/services will be discontinued

9 ELLs are afforded equal access to all school programs not only because of a highly qualified staff, but due to the partnerships that we have established with outside organizations and institutions of higher learning. Our partnership with Hunter College has helped us to develop a support system that is immediate and individualized based upon student needs in the Math and Science classrooms. With the help of the Office of ELLs, we have been able to expand this support system to include English and Social Studies. This program is a combination of in-class peer tutoring, after-school peer tutoring, mock Regents exams, item analysis of these exams, and planning instruction based upon these results. After-school programs include Regents prep classes, Achieve 3000 (web-based Reading program), drama, theater, computers, music, and sport activities. We encourage our students to not only succeed academically, but to broaden their abilities through extra-curricular activities.

10 Our teachers use several different modes and materials to support the learning of ELL students. In the classroom, charts and graphs are used to help students organize the rules of the English language. Also, photographs, pictures, internet sites, and other visual aids are employed to assist with understanding word meaning. Extra time is given for scaffolding and guided reading to ensure that students can grasp text meaning. Audio materials are used to help students to improve their listening comprehension skills. The use of supplemental texts, including dictionaries/translators, and copies of short stories are available for students to improve reading skills.

Subject class teachers use downloaded movies from united streaming, incorporate the use of the LCD projector, use graphic organizers, enhance lessons with the use of Smart boards, have students involved in hands-on projects using the computer lab, use pull-down maps to display locations, and use posters of different countries, cultures, etc.. to further motivate students.

Achieve 3000, a differentiated Reading program, hands-on activities using PASCO materials in Science classes, Eduware software (exam prep educational software) is used by teachers to prepare effective assessment and instruction, and students use a remote controlled hand-held answering device (clicker) for in-class assessment to provide immediate feedback.

11 Even though it is not a requirement for a freestanding ESL program, we do provide Spanish classes for both native and non-native students. Staff members also speak 8 different languages (Spanish, Arabic, French, Albanian, Korean, Italian, Chinese, and German) and can provide assistance individually or in groups. We also have peer tutoring where students are grouped according to native language and additional support is given by other students who speak the same language. Our school population consists of students who speak more than twenty different languages with the main sub-groups being Spanish, Arabic, French and Albanian. During AIS, staff members work with students on a one to one basis.

12 Required services are provided based upon Lab R and NYSESLAT results. Students' block program is designed to ensure that our students follow a program appropriate for grade level that will allow them to graduate in four years with their corresponding class. We are a freestanding ESL high school and all resources are aligned and allocated to meet the requirements of CR Part 154. For those students who are older when admitted to our school, we support them with extra courses to accelerate their credit accumulation, and additional preparation to support the literacy needs necessary to be successful on the Regents exams.

13 We offer the Bridge Program during the summer which is a combination of in-class instruction, and excursions throughout the city.

14 Spanish is offered to all ELL students.

### 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 N/A

### 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.

Paste response to questions 1-3 here

1. Our staff members benefit from a wide range of professional development opportunities, both in school and outside of the school through Department of Education and private resources.

Professional development activities involve formal and informal processes. Some activities include: intervisitation to other teachers' classrooms; sharing best practices informally and also during staff meetings; attending workshops outside the school and sharing what was learned at department and staff meetings; learning walks done at different times and observing specific practices; staff self-reflections to set goals for the year; case conferences to help staff do thorough examinations of student struggles and develop action plans; collection of data which is analyzed in an effort to assess students and also interventions; involved in action research activities; formal and informal observations in order for administration to continue to support staff as assessments of practices are made and techniques are developed; goal setting meetings are used for staff members to reflect on their strengths and weaknesses and to develop a plan to help them achieve their desired goal along with meetings that follow to assess progress towards meeting the goal; mentoring is offered to new teachers as they begin their career; buddy teachers volunteer to work with new teachers in order to share experiences, web-based instructional and informative sessions to ensure that secretaries are kept abreast of the latest regulations and practices, workshops sponsored by the CFN to train secretaries in modifications and additions to existing programs, Our parent coordinator is actively involved in all school-based professional development as well as attends workshops focusing on the needs of parents and students, getting more parents involved with the school community, and practices to assure parents of student safety in school, among others. Guidance counselors attend all professional development sessions in-house and also attend outside workshops that focus on the college entry process, student safety, and dealing with

the issues that students face not only as teenagers, but as new young adults in our country.

Staff members at New World High School have attended professional development workshops on: SIOP, Acieve 3000, differentiating instruction, PASCO, classroom action research, ATLAS, technology workshops, scaffolding instruction for English language learners, and many more.

2. During the summer, staff members get to meet some of the students coming from middle school as they attend our summer program which includes instructional and recreational activities . Workshops are provided to all staff members teachig ninth grade students to review student requirements and expectations for the next four years, and assemblies are organized to reinforce these expectations. Teachers meet with administration to set topics for Advisory classes that include topics dealing with ninth grade needs such as testing requirements, graduation requirements, credit accumulation requirements, homework, study skills, a tour of the building, a tour of both the school library and the New York Public Library, etc.

3. Staff members attend both in-school and outside workshops which exceed the minimum 7.5 hours of ELL training as per Jose P. These workshops are offered by the Department of Education, the CFN, the Office of ELLs, Hunter College, Fordham University, and Bronx BETAC. The content of these training sessions is preparedness and strengthening of strategies to support ESL students both inside and out of the classroom environment. Attendance is taken at each professional development workshop, and binders are developed by teachers in each subject area.

### 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?

Paste response to questions 1-4 here

- 1 Besides our parents' participation in the required committees, they also attend regular workshops in the evening, parent association meetings, and they volunteer for different cultural events that take place throughout the year.
- 2 Our school is partnered with Morris Heights Health Center, Regional Educational Technology Center at Fordham University, the Bronx Institute at Lehman College, and Mentoring Latinas at Fordham University.
- 3 At regular parent workshops and parent association meetings, parents are surveyed about their needs and future parent workshops and activities are developed based upon their responses. We do not only evaluate the needs of parents based upon surveys distributed by the Department of Education, but have created our own school surveys that focus on any concerns or issues that parents my have. In addition to surveys, we have an extensive outreach program We ensure that each parent's individual needs are addressed.
- 4 Based on parent responses, we have been able to provide workshops dealing with internet safety, health awareness, proper nutrition, ESL classes, and once a year, we provide a financial aid walkthrough where parents of seniors complete financial aid forms for their child who will attend college.

## 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)										22	33	21	2	78

Intermediate(I)										11	59	40	23	133
Advanced (A)										8	10	18	9	45
Total	0	0	0	0	0	0	0	0	0	41	102	79	34	256

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										9	16	10	0
	I										11	54	27	15
	A										5	15	20	10
	P										11	8	14	6
READING/ WRITING	B										16	27	7	0
	I										12	62	46	21
	A										8	4	14	10
	P										0	0	4	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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 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

1 Upon registration, staff from New World High School (Principal, Guidance Counselors, ESL teachers) interview families to determine not only SIFE status, but also to understand the proficiency level of each student both in English and in their native language. The student is then given the LAB-R exam, and when appropriate, the Spanish LAB to test student literacy level in their native language. For non-Spanish speaking students, a writing assignment and oral informal interview are administered. Based upon these interviews and exams, the student is placed in the appropriate ESL level and adjustments are made based upon teacher recommendations.

Students who do well in their native language, are challenged to be mainstreamed as soon as possible, and those who require extra support are offered in-class and after-school support services.

2 Based on analysis of both the Lab R and NYSESLAT, and grades, students are progressing appropriately in reading and writing, but not as well in listening and speaking. This affects instruction in the kind of classroom activities used on a daily basis. Activities will include reading aloud, teacher model reading, student reading aloud, student presentations with audience responses , student interviewing student, and cooperative learning activities that include active listening and speaking among different members of the group.

3 Staff members have studied the data, and among the instructional practices that they have planned, the following apply:

**Listening:** Students will continue cooperative learning activities in which they will listen to each other to reach a common goal. Teachers emphasize the importance of listening for direction and note taking, and through dictation, and presentations, they answer questions and learn to listen to key facts and questions.

**Speaking:** Presentations are used to practice public speaking, and to share findings and solutions. Students are encouraged to answer each other’s questions. Assembly presentations and performances are also used as a means to practice and hone speaking abilities.

**Reading:** Classroom activities enable students to perform different reading exercises such as silent reading, group reading etc..and we teach students the techniques necessary to read and comprehend. Some of the methods used include underlining key words in directions, in questions, and in reading passages. Students are also directed to take notes in the margins, and to look into questions to analyze what

products such as brochures, essays, power-point presentations, poems, etc..

4

a At the lower ninth and tenth grade levels, students do better on native language assessment, and at a higher level, students in grades 11 and 12, improve performance in English language assessments.

b As detailed above in answer B. 2, instruction is modified to meet the needs of the students

c The periodic assessment exam given in New York public schools is the ACUITY exam which is given for English and Mathematics. Since we are an all ESL school, these periodic assessments are not as helpful, therefore, we rely more on Regents and mock Regents exams taken by our students. Based on thorough data analysis, we find that focus needs to be placed on vocabulary development, reading comprehension, essay writing, and multiple section questions on Mathematics exams.

5 N/A

6 Based on our Progress Report, we are in the top 5% of the schools in the city; our four year graduation rate is 82%, and our attendance rate is 92%. Based on these results, and the fact that we are an all ELL school, we can evidently say that the program has been successful.

### 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		