



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : NEW DESIGN HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M543

PRINCIPAL: DR. SCOTT CONTI **EMAIL:** SCONTI@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHEWSON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dr. Scott Conti	*Principal or Designee	
John Istel	*UFT Chapter Leader or Designee	
Charmaine Griffith	*PA/PTA President or Designated Co-President	
Sarah Baltazar	DC 37 Representative, if applicable	
Maxine Batchler Abigail Aviles	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Marina Galazadis	Member/Teachers	
Jodi Burns	Member/Parent	
Marne Ponce	Member/Parent	
Frank Davila	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Increase student performance on the New York State Regents examinations.

Comprehensive needs assessment

- Percentage pass rates for Regents remain low including English (61.3%), Math (64.2%), Science (74.1%), Global (58.6%) and United States History (54.8%).
- Pass Rates are also low for students who failed an examination and are taking the examinations for second time. In 2010-2011 the pass rate for this group was 49%.
- In comparison to other schools in New York City Department of Education, performance on the Social Studies examination is low. The school scored in the 61% percentile for the Global Examination and 54.8% percentile for the United States History examination.

Instructional strategies/activities

- Academic Departments have been given a full professional development day every three weeks to develop the curriculum and strategies to increase pass rates on examinations.
- Departments have been vertically aligning efforts based on DYO examinations and Milestones with the Regents in mind.

Strategies to increase parental involvement

- New Design Technology Committee is working on developing the New Design Cloud in order to give families access to Regents information and to resources for students to prepare for the examinations. The online portal will allow families to have resources to key Regents information.

Strategies for attracting Highly Qualified Teachers (HQT)

- New Design has a partnership with New York University. The program is evolving to include a Residency Program for NYU student teachers at New Design. This allows New Design to have a bank of credits to give to teachers who do not meet the HQT status in order to take NYU courses needed for HQT status. The NYU partnership has also been a key to attracting qualified candidates.

Service and program coordination

- The school has a Regents Coordinator who works closely with the school's administration to structure and plan the Regents Preparation Program.

Budget and resources alignment

- The school has used monies and staffing to allow for the English, Math Departments to have Department Facilitators to help with the department efforts on the Regents.

ANNUAL GOAL #2 AND ACTION PLAN

Annual

- Improve Graduation Rate

Comprehensive needs assessment

- Increase graduation rate from 2010-2011 level of 72.5% to 75% for the 2011-2012 with ultimate goal being above 80% graduation rate in the 2013-2014 school year. New York State requires a 80% graduation rate for all high schools. New Design is on the state's Schools in Need of Improvement (SINI) list for the first year.

Instructional strategies/activities

- Partnering with CBO Community of Unity to support college guidance support in the 11th and 12th grade years. This will include a COU College Guidance Counselor.
- Expanding the work of the HUB Office to include 9th and 10th grade. This includes the launch of the 9th grade HOPE program. In the 2012-2013 school year, program will expand to include 9th -11th grades.
- Providing weekly group work support to the 12th graders in Senior Seminar courses via El Centro Office.
- Creation of 12th Grade Civics course for low skilled students to ensure they receive the extra academic support they need to pass the class.
- Partnering with CBO Urban Arts Partnership to co-teach a Senior Regents Course in US History and Global Studies.
- Long term efforts include a move toward competency based grading and discussions about changing the schools schedule and way it gives credits for courses.
- See Goal #4

Strategies to increase parental involvement

- Increase the access families have to their students' performance in schools including an online grading system called Jupiter Grades and new initiatives with the New Design Cloud.
- Increasing the number of school based staff trained as social workers to provide out-reach to families.

Strategies for attracting Highly Qualified Teachers (HQT)

- New Design has a vigorous professional development model in order to improve teachers. The school's Professional Development Committee ensures that professional development offerings are enriching to staff. Many of the efforts at the school are collaborative in nature so that teachers are heavily invested in the school, their curriculums and academic departments.

Service and program coordination

- The school has created several offices at the school which organizes Federal, State and local services. The school's El Centro office takes the lead on the integration of services and works closely with the HUB Office and Wellness Center. The HUB Office is piloting intensive efforts with struggling 10th graders that has been used as a model for a 9th grade Project Hope Intervention Program.

Budget and resources alignment

- The school is using Fair Students Funds for our partnership with Community of Unity. The school has received a grant from the United Way to support the HUB. A combination of fair Students Funds and Title 1 Funds are supporting the other initiatives.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Improve College Readiness Metrics

Comprehensive needs assessment

- New Design scored poorly on the College Readiness Metrics on the New York City Department of Education Report Card. The school scored poorly on the College Preparatory Course Index (16.7%) with the city average being 30%. The school also performed poorly on the College Readiness Index (12.2%) with the NYC city average being 21.5%. This metric measures the percentage of students who graduated and met the Regents exam, SAT and course standards for passing remedial coursework at CUNY. Lastly, the College Enrollment Rate is low with the school's enrollment rate at 34.7% while the city rate is 50.4%.

Instructional strategies/activities

- Partnering with CBO Community of Unity to support college program at schools including support in the 11th and 12th grade years. This will include a COU College Guidance Counselor for the 2011-2012 school year.
- Providing weekly group work support to the 12th graders in Senior Seminar courses via staff from the El Centro Office.
- Creation of 12th Grade Civics course for low skilled students to ensure they receive the extra academic support they need to pass the class.
- Data accuracy efforts will be increased as a number of classes were not coded properly.

Strategies to increase parental involvement

- A number of Parent Workshops will be held on the College Process including financial aid to supporting students in college throughout the year.

Strategies for attracting Highly Qualified Teachers (HQT)

- Does Not Apply

Service and program coordination

- Does Not Apply

Budget and resources alignment

- Fair Student Funding Amounts are being allocated to our partnership with Community of Unity for our College Program. Academic Departments are also rewriting curriculums in order to better prepare students for CUNY and SUNY entrance.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- All teachers in the school will be creating quarterly “Milestones” for their classes. The articulation of milestones will be the school’s first step in moving toward competency based learning and assessment. Milestones will incorporate the school’s yearly goals, department vertical alignment efforts and the Common Core. The goal for the year is that all classes will be “milestoned” by the end of the year.

Comprehensive needs assessment

- Regents pass rates, graduation rates, course pass rates are low. The school would like to move toward a competency based curriculum, grading and assessment model in order to have greater flexibility to meet the needs of students in order to significantly enhance their performance.

Instructional strategies/activities

- The school’s Instructional Leader used summer to work with department facilitators to create milestone frameworks which were passed down to teaching staff. Significant time is being spent in Staff Development Meetings, Staff Development Days and Department Meetings on creating milestones. Each individual teacher will be responsible for creating their own milestones. Milestone work will supported by I Zone per session monies.

Strategies to increase parental involvement

- Parents will be informed of the changes with Milestone through information sent home through the mail and emails.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers being supported on the development of their curriculums is considered professional development and leads to highly qualified teachers.

Service and program coordination

- The Milestone Program is being coordinated by the school’s I Zone Leadership Committee. The Committee is overseeing all I Zone initiatives at the school and is composed of the school’s principal, I Zone committee leaders and the I Zone Coach.

Budget and resources alignment

- I Zone per session monies are being used to fund Milestone development activities.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- Increase the number of teaching observations this year by instructional support people including the Principal, Instructional Leader, Department Facilitators and Instructional Coaches.

Comprehensive needs assessment

- In 2010-2011 teaching staff did not receive the consistent and substantial observation feedback to improve their teaching.

Instructional strategies/activities

- The school has hired an Instructional Leader this year to support the Principal and Department Facilitators in providing more support and feedback to teachers. Each department also has a Department Facilitator who will be observing department members. The school also has allocated funding for a Math Instructional Coach, Coach of Coaching and received funding for an I Zone Coach. The Instructional Leader is also creating an observation tool for all observing staff.

Strategies to increase parental involvement

- Does Not Apply

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly Qualified teachers need consistent and regular feedback to improve instruction.

Service and program coordination

- Observations are being organized by the school's Instructional Leadership Team

Budget and resources alignment

- The school has hired an Instructional Leader with Fair Student Funding Monies. I Zone monies are also used to support coaching and observation initiatives.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	130	0	0	0	20	0	10	0
10	20	0	0	0	35	0	20	0
11	0	25	25	10	20	0	10	0
12	50	10	0	20	10	0	5	0

Name of Academic Intervention Services (AIS)	Description
ELA	9 th grade students receive four extra blocks of English instruction a week. 20 10 th and 20 more 11 th grade students receive support for English classes in their Seminar classes which meets four days a week during the regular school day. There is also a 12 th grade Literature based Drama class which supports ELA development in students.
Mathematics	11 th graders who do not pass the Math Regents are in enrolled in a 4 day a week class focused on passing the examination. The class is in replacement of their normal 11 th grade math course. A small group of 12 th graders are also in a Regents based course.
Science	11 th grade students who did not pass the Living Environment Regents are enrolled in an extra class focused on passing the Regents that meets during the regular day.
Social Studies	12 th grade students who did not pass a Social Studies Regents Examination are enrolled in a four day week class that is taught through Urban Arts Partnership Fresh Prep Program.
At-risk Services provided by the Guidance Counselor	Underperforming students receive weekly case management. All 12 th graders are receiving weekly college counseling.
At-risk Services provided by the School Psychologist	None
At-risk Services provided by the Social Worker	Underperforming students receive weekly case management. All 12 th graders are receiving weekly college counseling.
At-risk Health-related Services	None

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas and the design fields;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02M543 **School Name:** New Design High School

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The New Design High School graduation rate for 2010-2011 year was 72.2%. The school has found, in order to reach the state's 80% target, the following will be needed:

- Higher levels of academic support for low skilled students in academic courses.
- Higher levels of social and emotional support for students who come from families that do not significantly support students academically as well as families that have negative influences on students' academic achievement.
- Curriculums at the school need to be more vertically and horizontally aligned in order to be more purposeful and targeted to developing the skills and competencies needed for students to be successful in school.
- Teacher professional development needs to target specific needs of struggling students as well as struggling teachers.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- Academic departments have teacher leaders, Department Facilitators, who will be responsible for supporting the professional growth of department members and vertical alignment.
 - The school hired an Instructional Leader to focus on instructional improvement, vertical and horizontal improvement.
 - The Administrative Cabinet has been reshuffled to allow the Principal to focus more on instructional activities.
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Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

- Academic departments have Department Facilitators who will be responsible for supporting the professional growth of department members and vertical alignment.
- The school hired an Instructional Leader to focus on instructional improvement.
- Instructional Leadership positions have been increased at the school to include a Coach of Coaches, a Writing Coach, Technology Committee and a coach of blended learning.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

- Teachers will be supported through increased observations from Department Facilitators, the Instructional Leader and the Principal.
- A Coach of Coaches has been hired to coach Department Facilitators in mentoring younger teachers.
- Teachers in need of improvement are being assigned mentors to work with them weekly.
- A Math Coach has been hired to improve math instruction and provide mentoring to math department teachers.

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.

Information will be sent to parents via the postal mail, email and Parent Association.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Emily Sharrock	District 02	Borough Manhattan	School Number 543
School Name New Design High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Dr. Scott Conti	Assistant Principal Sarah Balthazar
Coach Marina Galazidis	Coach Andrew Thompson
ESL Teacher Darren Chase	Guidance Counselor Susan Donovan
Teacher/Subject Area Jessica Stewart, social studie	Parent Marnee Ponce
Teacher/Subject Area Andrew Thompson, Special Ed	Parent Coordinator NA
Related Service Provider Maria Clausen	Other type here
Network Leader Emily Sharrock	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	402	Total Number of ELLs	21	ELLs as share of total student population (%)	5.22%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

English language learners at New Design High School are determined as per ELL memorandum #1, using LAB, NYSESLAT and Home Language Survey information. All students at New Design are also tested in the first two months of school to determine math and literacy levels by a school-specific initial assessment. Additionally, the ESL teacher, Darren Chase, reviews test histories, ATS geographical reports and teacher observations to determine the language needs of undesignated students. After designation, the students are part of general education classes and receive ESL instruction via the pull-out model or in separate classes that mirror the academic courses.

After filling out the Home Language Form, all parents of English language learners are briefed concerning their rights to bilingual and ESL services. Letters are sent out to parents and parents are requested to mail back the bottom half of the letter with their choice as to ESL services or bilingual transitional programs. We also have copies of the form available at parent teacher conferences and can email it if parents sign up in our [juiprtergrades.com](#) interactive reporting system. If twenty parents elect a bilingual program, we are prepared to start one, however this has never been the case. Whenever possible, all bulletins and parent letters are provided in Spanish. We also have two staff members who are fluent in both Chinese dialects, as well as Fugeonese. During parent/teacher conferences, the parents meet with the ESL teacher and translators. Historically, parents have been more open to ESL classes and less to bilingual classes. We have, however, transferred students to more appropriate settings when it became clear that they needed more bilingual support than we could provide.

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	12
SIFE		ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1			13		10	7		6	21
Total	1	0	0	13	0	10	7	0	6	21

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

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	4	2	4	15
Chinese										1	1			2
Russian												1		1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												3		3
TOTAL	0	6	5	6	4	21								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

This year we have a large number of incoming 9th grade ELLs. For this reason, they have been grouped into an ELA class that meets twice the required hours as a normal 9th grade English class, so students receive four ELA credits instead of two. During the extra instructional time, the ESL teacher works with ELLs on language reinforcement, with differentiation of the core class content for different proficiency levels.

A. Programming and Scheduling Information

This year we also have two, free-standing skills classes to address the needs of our 10th and 11th grade ELLs. 12th graders receive push-in/pull-out support.

In addition to the NYCESLAT, LAB-R and ELA tests, advanced students are assessed using the Wilson Reading System's WADE Assessment in order to document their progress in the target language. All ELLs have writing portfolios for the same reason. For the past two years, we have been using the Scholastic Reading Inventory as our primary reading test. This allows us to test several times a year and chart progress.

Of the ELLs, none is classified as a SIFE student. When SIFE students are present, they are scheduled into a new "Skills" class taught by the head of the special education department. He uses low-level, high interest stories, videos, projects and debates to make up academic skills from interrupted education.

In addition to these services, we benefit from our relationship with the New York University Graduate School of Education, receiving university students who tutor NDHS students every day. NYU interns are assigned a small case load of at-risk students and are supervised by certified teachers.

Our DY0 internal assessment process is ongoing and assesses students on their ability to analyze information, develop arguments and support them with evidence. Because students are assessed three times a year in this holistic format, we gain valuable information about students' comprehension and expression through this assessment. The ESL teacher is learning to make use of the new Periodic Assessments for ELLs. Students who are designated special needs are served in accordance with their IEPs, but are usually taught in CTT classes with an ESL-certified teacher. Long-term ELLs receive help during after-school Office Hours program as well as pull-out classes. The ESL teacher is involved with IEP meetings and modifications and frequently advocates for extended time and other modifications for language learners during class.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

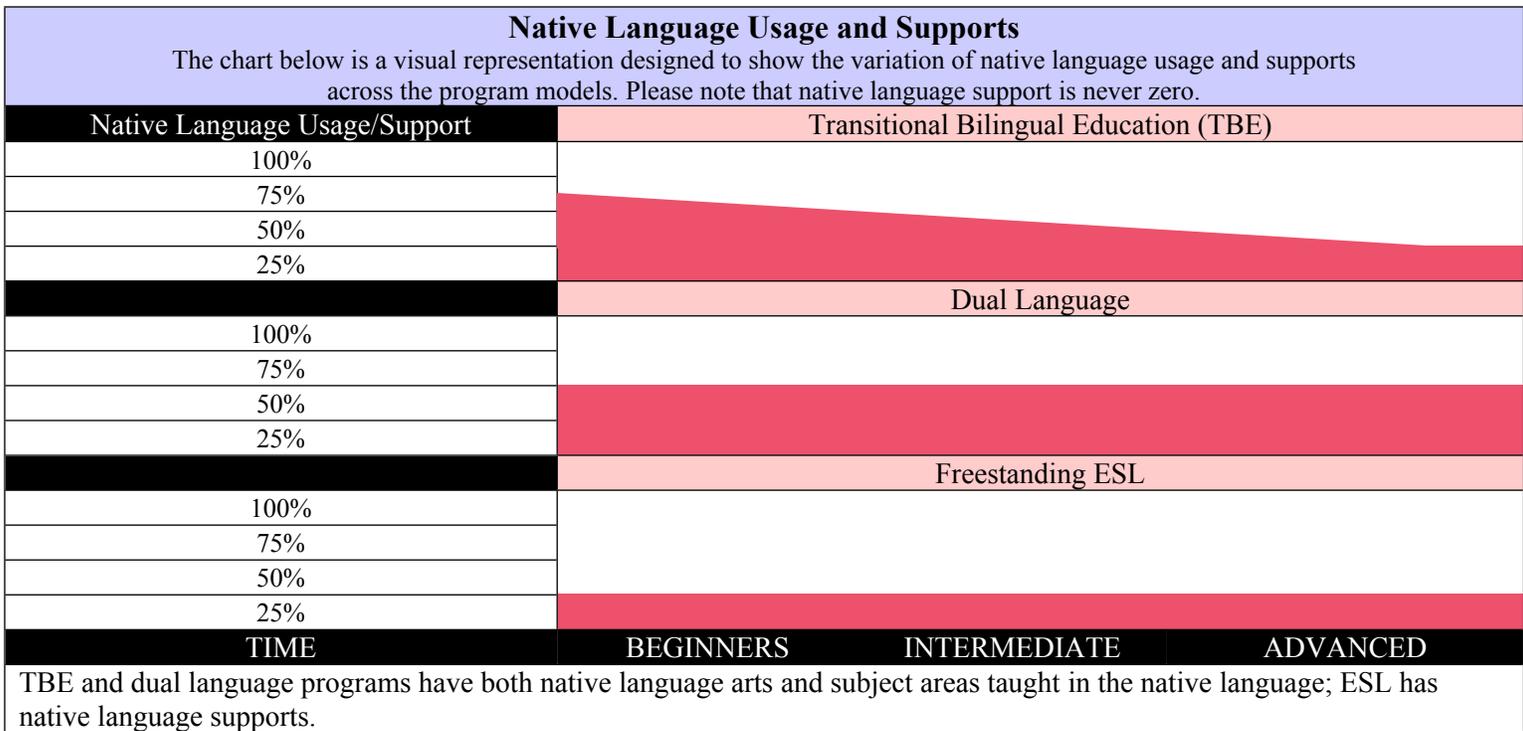
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

In general, our students scored higher in speaking and listening than they did on reading and writing. For this reason, ESL instruction will focus on writing skills and reading strategies to increase fluency and comprehension. Last year, we prioritized 10th and 11th grade history classes and missed valuable opportunities for intervention with incoming ninth grade students. Although ninth-graders were given pull-out and push-in support, they lacked in the continuity of an ESL-based ELA class. This year the ESL teacher co-teaches an ELA class as well as two free-standing ESL skills classes for 10th and 11th graders. During these classes, students receive explicit instruction about language use, vocabulary, syntax, grammar, punctuation and writing strategies.

The literacy coach and librarian have a wealth of Spanish language resources at their disposal and are always improving their native language materials, including audio materials and CD-ROMS. Working with the literacy coach, the ESL teacher is acquiring more high-interest, low-level materials such as class sets of Penguin readers. Each classroom has a leveled library.

The Native Language Arts program at our school provides Spanish enrichment to students beginning in tenth grade. The ESL teacher is bilingual and provides translation for Spanish speakers.

We have endeavored to incorporate the use of technology into the curriculum whenever possible, facilitated by five sixteen-notebook carts available to all classes. This year every student is using google docs to compose, edit and submit written assignments.

This year, we are paying special attention to collaborative team teaching, interdisciplinary curriculum planning and extra tutoring for at risk students. A new data tool that was designed by and for our high school has improved access to student data and therefore coordination among content teachers and support teachers. We also use previous data tools such as ARIS and the RNMR report to target "former ELLs" and provide supervised tutoring and small group instruction to them with NYU interns. This provides professional development for the teachers and meets the students' needs, specifically in the areas of reading and writing.

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)?

NA

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.

We plan to improve instruction for ELL students through professional development workshops that sensitize the staff to the needs of English language learners. This year the ESL teacher is working exclusively with the English and science departments to facilitate long-term planning goals which include language targets, reading strategies and vocabulary building specific to the needs of ELLs. School-wide initiatives are being implemented to encourage teachers to include “language objectives” in every lesson across all content areas. In October, all teachers rotate through an "ELL Professional Development Pod" where they are briefed on the Language Allocation Policy and given samples of beginning, intermediate and advanced student work, teaching strategies and multicultural education.

This year, we are paying special attention to collaborative team teaching, interdisciplinary curriculum planning and extra tutoring for at risk students. A new data tool that was designed by and for our high school has improved access to student data and therefore coordination among content teachers and support teachers. We also use previous data tools such as ARIS and the RNMR report to target ninth graders' areas of challenge. The ninth grade students are prioritized with an extra ELA period plus two mandated after-school enrichment hours. This year the ESL teacher co-teaches two of those blocks, with a heterogeneous mix of ELL students and monolingual or English proficient students.

Our staff is growing along with our ELL population. We now have a certified ESL and bilingual teacher who works with the social studies department and teaches free-standing ESL classes. We also have four special education teachers who are experienced with the overlap of ELL needs and developmental delays.

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?

Our new data tool allows for easier access to parent contact information. Parents are able to log into their students' accounts on SnapGrades.com and automatically send emails to teachers and administrators. For families without computer access, phone calls are made to discuss ESL services with parents. Every year, all families of ELLs are sent a letter informing them of their rights to elect ESL services or bilingual services. On this letter, the dates for parent/teacher conferences and a Parent ESL Workshop are emphasized. Additionally, the new data tool system allows us to track changes in contact information more quickly.

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)										1	0	1	0	2
Intermediate(I)										3	2	3	1	9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										2	4	2	3	11
Total	0	0	0	0	0	0	0	0	0	6	6	6	4	22

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0	1	0
	I										1	0	0	0
	A										1	2	0	1
	P										3	4	5	3
READING/ WRITING	B										1	0	1	0
	I										3	2	3	1
	A										2	4	2	3
	P										0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	8	2		
Biology				
Chemistry				
Earth Science				
Living Environment	6	3		
Physics				
Global History and Geography	8	2		
US History and Government	8	2		
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0							
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

ELL groupings change up until November, with a few changes to scheduling at the end of January. Some students are moved into different cohorts on February 7, for the start of the second semester. Modality targeting within groupings changes after the first two DY0 Assessments and the Departmental Midterms. Darren Chase, ESL coordinator is responsible for making sure ELLs are adequately served in terms of time allotment and modality targeting. The ESL coordinator attends departmental meetings with the social studies department and the support services department and receives both formal and informal assessment information from teachers during school-wide professional development days and via the Google Groups listserve as well as the school-wide data tool.

The ESL program at our school is funded by a combination of Title I funds and Fair Student Funding.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Scott Conti	Principal		12/1/11
Sarah Balthazar	Assistant Principal		12/1/11
NA	Parent Coordinator		12/1/12
Darren Chase	ESL Teacher		12/1/11
Marnee Ponce	Parent		12/1/11
Jessica Stewart, history	Teacher/Subject Area		12/1/11
Andrew Thomspen, Sp.ed	Teacher/Subject Area		12/1/11
Marina Galazidis	Coach		12/1/11
Rachel Posner	Coach		12/1/11
Susan Donovan	Guidance Counselor		12/1/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M543 **School Name:** New Desigh High School

Cluster: 411 **Network:** Michael Alcott

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

Part A: Needs Assessment Findings

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

All students' home language is identified upon entrance to the school. Important school materials are translated into the home languages. All translations are handled in-house so the school has the flexibility to translate important documents.

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 school's primary language at home is English. 15% of the school's population speaks Spanish at home. Less than 5% speak other languages including Russian, Mandarin. All language information is kept on the school web based information system, Jupiter Grades, to inform all staff members of student and family language preferences. This information was reported to staff in an e-mail to the school's google group.

Part B: Strategies and Activities

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

All translations are done in-house. The school has staff fluent in Spanish and several of the Chinese dialects. All vital school documents are translated before sent to families.

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.

All translations are handled by in-house staff. The school has staff fluent in Spanish and several of the Chinese dialects.

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's Business Manager is responsible for fulfilling the Chancellor's Regulation A-663.