



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : NEW DORP HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R440

PRINCIPAL: DEIRDRE A, DEANGELIS EMAIL: DDEANGE@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Deirdre A. DeAngelis	Principal	
Shawn Ramos	UFT Chapter Leader	
Cathy Nicosia	PTA President	
Anthony Antinoro	Staff/Teacher	
Thomas D’Alessio	Staff/Custodial Engineer	
Pam Katzman	Staff/Guidance Counselor	
Ellen McGinn	Staff/Co-Chair	
Maria Torres	Staff/Teacher	
Linda Carrique	Parent	
Betty Dupere	Parent	
Kim LiPari	Parent	
Rosa Santiago	Parent	
Rosellen Spoto	Parent/Co-Chair	
Jackie Tripodi	Parent/Title I	
Amanda Delapena	Student Representative	
Savanah Kelley	Student Representative	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 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 #1

By June 2012, New Dorp High School will make AYP in ELA in all sub categories for the second consecutive year and obtain the status of "A School in Good Standing" with NYS.

Comprehensive needs assessment

Based on the results of the recently released NYS Progress and Accountability Report for 2010-2011, New Dorp High School has made AYP in all sub categories. It is now necessary to do the same for the second year in a row (2011-2012) so we can move from focused restructuring to a school in good standings. We will focus moving at least 39 out of the 85 students that are presently a level 1 or 2, to a level 3 (65% or better) Specifically we will focus on the three sub categories that we have struggled with in the past, Black, Hispanic, and SWD. By August 2012, we will have at least 15 Black students, 20 Hispanic students and 19 SWD students (presently level 1 or 2 on past ELA exams) achieve a 65% or better to make AYP. We are sure we will meet AMO in all other sub groups.

Instructional strategies/activities

- Students will be provided support in the following manner: Small size focused ELA Regents support class, tutoring on Saturday and PM school, individualized on-line tutoring during 9th period and an inquiry group in each SLC will track and monitor progress towards this goal.
- Students will be identified on the first day of the 2011-2012 school year and the names will be shared with all staff.
- IEP's will be reviewed and shared so that all testing modifications and supports are utilized in a proper manner.
- The A.P. Special Education will have on-going contact with student, parents and teachers regarding student progress.
- Pre-assessments, mock exams and/or actual failed exams will be analyzed to identify weaknesses and deficiencies utilizing the New Visions Item Analysis tool.
- Saturday tutoring as well as extended day tutoring will be utilized to support the academic needs of these students.
- The SES tutoring program will be highly advertised with extensive outreach to parents.
- Incentives will be employed as follows: Discounts on senior dues for those who attend support programs and attend on the day of the exam.
- A Mock exam will be scheduled for December so that students will have the experience of sitting through the exam and staff can utilize the data in order to provide the appropriate supports.
- Content area teachers will choose at least 2 students each to monitor student progress and to keep them on task.
- Focus on SLC target groups that are at-risk and not making annual yearly progress.
- Utilize the redesign into small learning communities to analyze data, create plans and implement these plans for the improvement of academic skills.
- Utilize professional development to improve instruction for those students retaking the ELA Regents.
- Utilize the smaller learning communities and the more "personalized setting" to track students and provide supports for success.

Strategies to increase parental involvement

- Through the use of inquiry, students will be targeted for academic remediation. Parents will be informed of the areas of deficiency in terms of meeting graduation requirements and in particular, the focus and supports that will be available to them for the success on the ELA Regents.
- Parents will be invited and encouraged to attend several meetings through the year. These meetings will be personalized informational sessions regarding their child's progress towards graduation along with meetings to plan post secondary planning options for students.
- Incentives will be offered to families of at risk students in the area of reduced senior dues, gift certificates to the SU store etc, for those students success meet graduation requirements.

- School Messenger will be utilized on a regular basis to inform parents of the targeted students of the options available to support their child's success on the ELA Regents
- Phone calls will be made on the morning of the ELA exam in January, June and August to insure that students get to school to take the exam
- IEP conferences for targeted students will focus on the areas of deficiencies and provide the support needed for student success
- Parents will be invited to attend SLC sponsored events which focus on bringing the family members and students together with school community
- Parent workshops will be advertised and held to provide parents with instruction on the use of technology (Pupil path, the internet, ARIS, etc) so they can monitor their child's progress as well as support their needs.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers who are programmed for instruction for these targeted students are highly qualified. The school continues to recruit and high dual licensed teachers as well to support the students with IEP's.

Service and program coordination

- There is coordination between school resources, network resources (New Visions), SLC Office resources, Talent Management Resources, i-zone office resources and community based resources to support student progress in this area and offer incentives for success.
- The Federal Title 1 funding, Title III, Title IID, SINI grant, and SLC grant monies support the school in improving student achievement by providing resources for this work in working with eligible students in small groups.
- School resources and schedule are aligned to provide tutoring opportunities for students in Mathematics three days per week.
- School resources are aligned to provide Regents Review classes on Saturdays in the weeks prior to each administration of the Regents exams.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:

- Instructional Strategies/Activities: Title I SWP, Title III LEP, Title IID, Contract for Excellence, TL FSF, TL Summer, ARRA RTTT Data Specialist, TL DY0,
- Parental Involvement: Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services, TL FSF
- Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%

ANNUAL GOAL #2 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 #2

By June 2012, New Dorp High School will make AYP in Mathematics in all sub categories for the second consecutive year and obtain the status of "A School in Good Standing" with NYS.

Comprehensive needs assessment

Based on the results of the recently released NYS Progress and Accountability Report for 2010-2011, New Dorp High School has made AYP in all sub categories. It is now necessary to do the same for the second year in a row (2011-2012) so we can move from focused restructuring to a school in good standings. We will focus moving at least 15 out of the 78 students that are presently a level 1 or 2, to a level 3 (65% or better) Specifically we will focus on the three sub categories that we have struggled with in the past, Black, Hispanic, and SWD. By August 2012, we will have at least 11 Black students, 8 Hispanic students and 18 SWD students (presently level 1 or 2 on past ELA exams) achieve a 65% or better to make AYP. We are sure will meet AMO in all other sub groups.

Instructional strategies/activities

- Students will be provided support in the following manner: Small size focused Algebra Regents support class, tutoring on Saturday and PM school, individualized on-line tutoring during 9th period and an inquiry group in each SLC will track and monitor progress towards this goal.
- Students will be identified on the first day of the 2011-2012 school year and the names will be shared with all staff.
- IEP's will be reviewed and shared so that all testing modifications and supports are utilized in a proper manner.
- The A.P. Special Education will have on-going contact with student, parents and teachers regarding student progress.
- Pre-assessments, mock exams and/or actual failed exams will be analyzed to identify weaknesses and deficiencies utilizing the New Visions Item Analysis tool.
- Saturday tutoring as well as extended day tutoring will be utilized to support the academic needs of these students.
- The SES tutoring program will be highly advertised with extensive outreach to parents.
- Incentives will be employed as follows: Discounts on senior dues for those who attend support programs and attend on the day of the exam.
- A Mock exam will be scheduled for December so that students will have the experience of sitting through the exam and staff can utilize the data in order to provide the appropriate supports.
- Mathematics teachers will choose at least 2 students each to monitor student progress and to keep them on task.
- Focus on SLC target groups that are at-risk and not making annual yearly progress.
- Utilize the redesign into small learning communities to analyze data, create plans and implement these plans for the improvement of academic skills.
- Utilize professional development to improve instruction for those students retaking the ELA Regents.
- Utilize the smaller learning communities and the more "personalized setting" to track students and provide supports for success.

Strategies to increase parental involvement

- Through the use of inquiry, students will be targeted for academic remediation. Parents will be informed of the areas of deficiency in terms of meeting graduation requirements and in particular, the focus and supports that will be available to them for the success on the Algebra Regents.
- Parents will be invited and encouraged to attend several meetings through the year. These meetings will be personalized informational sessions regarding their child's progress towards graduation along with meetings to plan post secondary planning options for students.
- Incentives will be offered to families of at risk students in the area of reduced senior dues, gift certificates to the SU store etc, for those students success meet

graduation requirements.

- School Messenger will be utilized on a regular basis to inform parents of the targeted students of the options available to support their child's success on the Algebra Regents
- Phone calls will be made on the morning of the Algebra exam in January, June and August to insure that students get to school to take the exam
- IEP conferences for targeted students will focus on the areas of deficiencies and provide the support needed for student success
- Parents will be invited to attend SLC sponsored events which focus on bringing the family members and students together with school community
- Parent workshops will be advertised and held to provide parents with instruction on the use of technology (Pupil path, the internet, ARIS, etc) so they can monitor their child's progress as well as support their needs.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers who are programmed for instruction for these targeted students are highly qualified. The school continues to recruit and high dual licensed teachers as well to support the students with IEP's.

Service and program coordination

- There is coordination between school resources, network resources (New Visions), SLC Office resources, Talent Management Resources, i-zone office resources and community based resources to support student progress in this area and offer incentives for success.
- The Federal Title 1 funding, Title III, Title IID, SINI grant, and SLC grant monies support the school in improving student achievement by providing resources for this work in working with eligible students in small groups.
- School resources and schedule are aligned to provide tutoring opportunities for students in Mathematics three days per week.
- School resources are aligned to provide Regents Review classes on Saturdays in the weeks prior to each administration of the Regents exams.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:

- Instructional Strategies/Activities: Title I SWP, Title III LEP, Title IID, Contract for Excellence, TL FSF, TL Summer, ARRA RTTT Data Specialist, TL DY0,
- Parental Involvement: Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services, TL FSF
- Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%

ANNUAL GOAL #3 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 #3

By June 2012, the administrative staff of New Dorp High School will conduct at least 4 short and more frequent cycles of observations and one formal observation for each teacher and give timely, specific, evidence-based feedback that teachers can act on to increase the rigor and effectiveness of their instruction. We will utilize this goal to strengthen teacher practice by utilizing six competencies of the Charlotte Danielson Framework for Teaching to articulate clear expectations for teachers practice and serve as the focus for teacher development.

Comprehensive needs assessment

The administrative staff will conduct at least 4 short and more frequent cycles of observations and one formal observation for each teacher and give timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction. Evidence has show that all areas of student data have improved over the last five years but there is still a need to focus on support skill development in the classroom. With a focus on teacher performance and classroom instruction, we can further close the gaps on student achievement and prepare students for the rigor of the common core and the challenges of post secondary education.

Instructional strategies/activities

- As a pilot school in the Talent Management Pilot, we will utilize the six mandated competencies of Charlotte Danielson's Framework to evaluate teacher practice
- Professional development will be provided to the staff in terms of reviewing, understanding, planning and collaborating on the competencies of the framework
- Administrators will conduct norming sessions at weekly cabinet meetings
- Administrators will be provided professional development and support from the assigned Talent Management coach and New Visions LDF
- Administrators will provide feedback to teachers within two days of observation
- Administrators will utilize an observation template that was created by the NDHS cabinet
- Administrators will observe in pairs where appropriate, such as Special Education AP with Content Area AP or SLC AP with Content Area AP and give timely clear feedback to teachers
- Administrators will enter data into ARIS as required by Talent Management Pilot
- Administrators will provide teaching staff with professional development and time for collaboration during weekly content area common planning time.
- Administrators will provide a shadow rating for the pilot and a formal rating for the file
- Administrators will log their observations

Strategies to increase parental involvement

Parents are not involved in the attainment of this goal, however the Danielson framework and the involvement of New Dorp High School in the Talent Management Program has been shared with the parents of the School Leadership Team and a presentation was made at the September and October PTA meeting.

Strategies for attracting Highly Qualified Teachers (HQT)

School budget is set aside to allow and encourage staff to pursue a highly qualified status. In addition, conversations will take place during feedback sessions to describe the options for furthering teachers' education and professional development. Attendance at hiring fairs and strong collaboration with local college education programs has allowed us to improve our HQT status with the NYS Department of Education.

Service and program coordination

There is coordination between school resources, network resources (New Visions), SLC Office resources, Talent Management Resources, i-zone office resources and community based resources to support teacher development and in particular this Talent Management/Teacher Effectiveness program that is aligned to the NYC DOE Citywide Expectations for 2011-12. The Federal Title 1 funding as well as various other budgetary and grant resources supports the school in improving student achievement through teacher development.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:

- Instructional Strategies/Activities: Title I SWP, Title I SWP Professional Development 10%, , TL FSF, ARRA RTTT Data Specialist
- Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%

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

By June 2012, all students at New Dorp High School will be required to meet the citywide instructional expectations around being engaged in Common Core aligned math and literacy tasks embedded in rigorous units of study.

Comprehensive needs assessment

By June 2012, all 9th, 10th and 11th grade English, Social Studies and Science teachers will plan at least literacy task and all Mathematics teachers will plan at least one math task that will be embedded in Common Core aligned curricular. A review of present curricular reveals that we have begun the initial stages of aligning present curricular to the Common Core Standards in terms of the skill development. This process needs to be continued as well as the development of Common Core aligned performance tasks.

Instructional strategies/activities

- In English, Social Studies and Science, students will complete at least one literacy task that requires them to read and analyze informational texts and write opinions and arguments in response citing evidence from the text.
- In math, students will engage in at least one cognitively demanding mathematics task that requires students to demonstrate their ability to model mathematics, apply previously learned materials and/or construct and explore the reasoning arguments to arrive at a viable solution.
- Teacher content teams will create a plan to implement lessons that scaffold the skills needed for students to be successful when completing Common Core aligned tasks, such as identifying important information in the text, utilizing an outline or graphic organizer to organize this information and write the required argument.
- Teachers will plan multiple entry points and differentiated tasks for all learners, including students with disabilities and English Language Learners.
- Teachers will be exposed to model tasks provided by the DOE to assess the skills needed to be successful on the tasks.
- Teams of teachers will examine student work to assess next steps and inform re-alignment of curriculum for next year.
- Administrators and teachers will participate in Network PD focused on Common Core Standards.
- Teacher teams will begin examining current curriculum to further align course work to understand the steps needed to reach the level of performance of the Common Core demands.

Strategies to increase parental involvement

Parents are not involved in the attainment of this goal, however the Common Core Standards have been distributed and the involvement of New Dorp High School in DOE and New Visions network professional development has been shared with the parents of the School Leadership Team and a presentation was made at the September and October PTA meeting. In addition, we have shared our progress in regard to the alignment of the curriculum in order to better prepare their children for the Assessments aligned to the Common Core and support their children to achieve a College Readiness level of achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

School budget is set aside to allow and encourage staff to pursue a highly qualified status. In addition, conversations will take place during feedback sessions to describe the options for furthering teachers' education and professional development. Attendance at hiring fairs and strong collaboration with local college education programs has allowed us to improve our HQT status with the NYS Department of Education.

Service and program coordination

There is coordination between school resources, network resources (New Visions), SLC Office resources, Talent Management Resources, i-zone office resources and community based resources to support teacher development and in particular this Talent Management/Teacher Effectiveness program that is aligned to the NYC DOE Citywide Expectations for 2011-12. The Federal Title 1 funding as well as various other budgetary and grant resources support the school in improving student achievement through teacher development.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:

- Instructional Strategies/Activities: Title I SWP, Title III LEP, Title IID, Contract for Excellence, ARRA RTTT Citywide Instructional Expectations, TL FSF, TL Summer, ARRA RTTT Data Specialist, TL DY0,
- Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%

ANNUAL GOAL #5 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 #5

To increase cohort 2012 graduation by 2%.

Comprehensive needs assessment

The New Dorp High School NYC Report Card indicates a graduation rate of 75.6%. An increase of 2% would require that at least 440 of the 566 students in Cohort 2012 must meet graduation requirements by August 2012.

Instructional strategies/activities

- We will continue to focus on the 2012 cohort in the areas of credit accumulation and meeting Regents requirements.
- Provide guidance staff with monthly ATS data (attendance/cutting)
- Promote credit accumulation through independent study, summer, evening school, Saturday & PM schools.
- Improve communication between parents and teachers, teacher and Assistant Principals and guidance staff
- Provide PM school and Saturday school to remediate and improve a student's academic skills.
- On-going communication of student progress based on teacher evaluation reports sent home prior to the end of each marking period and marking period grades with teacher comments
- Referral to Alternative Credit Accumulation Programs
- Provide appropriate AIS (reduced class size, "zero" period support class, Saturday school, p.m. tutoring, parental outreach) to assist students in meeting graduation requirements and pass Regents with concentration on the following populations who didn't meet AMO: Hispanic students and Students with Disabilities.
- Provide all AP's and guidance staff with accurate and current data re: exam participation/completion utilizing the ARIS and Datacations programs.
- Give high priority to counseling potential LTA's, drop outs and high at risk students on a regular basis.
- Conduct evening counseling sessions with students and parents.
- Provide agency and supportive services referrals.
- Guidance Counselors will continue to encourage and track students who can attain a diploma with Regents and Advanced Regents endorsement.
- Counselors and grade advisors will submit lists of students who are registered for summer school 2011 to AP/PPS; Students will be encouraged to attend PM or Saturday school (where budget permits) to repeat and/or take a failed regents course and/or Regents.
- Discussion of strategies at Pupil Personnel Service meetings, implementation and adherence to the new Standards of Promotion in Doubt procedures.
- Provide all staff with information regarding Regents and Advanced Regents and diploma requirements.
- Provide students and parents with information beginning in the 9th grade pertaining to Regents diploma requirements.

Strategies to increase parental involvement

- A meeting will be held for the parents of the 2012 cohort in September 2011
- A letter will be sent to parents outlining senior year requirements in terms of academic eligibility to participate in senior year activities
- Individual meetings will be held with at risk students and parents to outline an academic plan for student success with a specific timeline
- Through the use of inquiry, students will be targeted for academic remediation. Parents will be informed of the areas of deficiency in terms of meeting graduation requirements.

- Parents will be invited and encouraged to attend several meetings through the year. These meetings will be personalized informational sessions regarding their child's progress towards graduation along with meetings to plan post secondary planning options for students.
- Incentives will be offered to families of at risk students in the area of reduced senior dues, gift certificates to the SU store etc, for those students success meet graduation requirements.
- School Messenger will be utilized on a regular basis to inform parents of the targeted students of the options available to support their child's success towards graduation, specifically credit accumulation, Regents status and attendance.
- Phone calls will be made on the morning of the Regents exams in January, June and August to insure that students get to school to take the required exam needed for graduation
- IEP conferences for targeted students will focus on the areas of deficiencies and provide the support needed for student success
- Parents will be invited to attend SLC sponsored events which focus on bringing the family members and students together with school community
- Parent workshops will be advertised and held to provide parents with instruction on the use of technology (Pupil path, the internet, ARIS, etc) so they can monitor their child's progress as well as support their needs.

Strategies for attracting Highly Qualified Teachers (HQT)

School budget is set aside to allow and encourage staff to pursue a highly qualified status. In addition, conversations will take place during feedback sessions to describe the options for furthering teachers' education and professional development. Attendance at hiring fairs and strong collaboration with local college education programs has allowed us to improve our HQT status with the NYS Department of Education.

Service and program coordination

- There is coordination between school resources, network resources (New Visions), SLC Office resources, Talent Management Resources, i-zone office resources and community based resources to support student progress in this area and offer incentives for success.
- The Federal Title 1 funding, Title III, Title IID, SINI grant, and SLC grant monies support the school in improving student achievement by providing resources for this work in working with eligible students in small groups.
- School resources and schedule are aligned to provide tutoring opportunities for students in Mathematics three days per week.
- School resources are aligned to provide Regents Review classes on Saturdays in the weeks prior to each administration of the Regents exams.
- The i-zone pilot has awarded on-line course licenses for use by students to make up or recover course work and credits.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:

- Instructional Strategies/Activities: Title I SWP, Title III LEP, Title IID, Contract for Excellence, TL FSF, TL Summer, ARRA RTTT Data Specialist, ARRA RTTT Citywide Instructional Expectations, TL DY0.
- Parental Involvement: Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services, TL FSF
- Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%

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.

	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	394	304	394	394	335	3	6	43
10	363	224	221	363	357	1	5	62
11	139	138	174	198	345	1	4	56
12	57	57	107	94 (Global) 118 (US)	316	1	3	58

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>All ninth grade students entering with a Reading Score of Level 1 or Level 2 or in the bottom third of the school have been identified by administration, guidance and staff. They are being provided a prescribed literacy program that has been designed as an interdisciplinary approach to incorporating reading and writing skills across the classrooms. Language, skill building activities and expectations are consistent. Assessments are given 6 times a year to monitor progress and supports are provided to meet the needs of each student based on the analysis of their assessment results. There are also reduced class sizes for 11th and 12th grade students who have not yet achieved a 65% on the ELA Regents. The outcome of our inquiry process has led the school to focus on the areas of individual deficits based on an item analysis of periodic assessments, mock Regents and actual failed Regents. In addition, we are providing 9th period tutoring and on-line differentiated instruction through the use of Achieve 3000, Learning Village, Aventa, Compass, and other on-line resources.</p>
Mathematics	<p>All ninth grade students entering with a Mathematics Score of Level 1 or Level 2 or in the bottom third of the school have been identified by administration, guidance and staff. They are being provided a prescribed mathematics program that has been designed as to incorporating reading and writing skills in the mathematics classroom as well as focus on the basic skills required for success on the Algebra Regents. Teachers are utilizing strategies designed around the use of graphic organizers, use of assistive technology, spiraling of lessons in the areas of factoring, fractional equations and verbal equations which have been found to be the largest area of weakness after an intense inquiry process. Language, skill building activities and expectations are consistent across classrooms, and all incoming students are expected to take the Regents after two semesters. Assessments are given 6 times a year to monitor progress and supports are provided to meet the needs of each student based on the analysis of their assessment results. There are also reduced class sizes for 11th and 12th grade students who have not yet achieved a 65% on the Mathematics (Algebra) Regents. The outcome of our inquiry process has led the school to focus on the areas of individual deficits based on an item analysis of periodic assessments, mock Regents and actual failed Regents. In addition, we are providing 9th period tutoring and on-line differentiated instruction through the use of Destination Mathematics, Prentice Hall, Learning Village, Aventa, Compass, and other on-line resources.</p>
Science	<p>Inquiry work has shown that students at risk of not meeting standards in science have deficits in academic vocabulary and writing and therefore cannot appropriately complete lab reports. To this end, science lessons include a mini vocabulary lesson so that assumptions are not made regarding students' understanding of terms utilized in the classroom. In addition, a 9th period tutoring period is available as well as Saturday and after school make up labs. Technology is utilized where appropriate to support students of different learning styles. Special Education, ELL and Science teachers collaborated to create a lab manual</p>

	that differentiates the required labs for each of these special populations. In 4 of the SLC's, we are experimenting with a collaborative teaching model where the ELA teacher and Science teacher, team teach the labs so that the writing deficits are supported.
Social Studies	Extensive work is being done by the Social Studies staff in the area of writing, utilizing graphic organizers and implementing the work of the Judith Hochman writing strategies. In addition to a comprehensive curriculum, the Social Studies department has created literacy based activities, incorporating the content area course work to support the development of writing skills. An on-line textbook has also been created that is aligned with the curriculum, the skill building, is translated into 7 languages and has a prompt and verbal reading component to support the needs of special populations. Students who have failed to meet requirements in Global History and American History attend 9 th period tutoring as well as Saturday school. Cohort 12 students who have not been successful in this area have been assigned to staff members on a 1:5 basis for support.
At-risk Services provided by the Guidance Counselor	Students are provided individual counseling on a need basis. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. In addition students receive counseling as mandated by their I.E.P.'s. Students with special needs receive group counseling as mandated by their I.E.P.'s. Students also have the opportunity participate in groups counseling opportunities through the SPARK program or in special interest counseling sessions conducted by guidance personnel. As of September, a school based mental health clinic has been opened by the Jewish Board of Family Services and full school screening has been completed.
At-risk Services provided by the School Psychologist	Students are provided individual counseling on a need basis. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. The school Psychologist is only utilized for extreme cases due to the fact that we have 13 full time counselors/social workers and the onsite Mental Health clinic.
At-risk Services provided by the Social Worker	Students are provided individual counseling on a need basis. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. The social worker also sets up at-risk placements in order to avoid a referral process to a more restrictive setting. She monitors progress, communicates with parents and staff and meets regularly with the student involved.
At-risk Health-related Services	Students in need of support in this area have available a full time SPARK counselor, a full time school based health clinic, two full time nurses and a full time health aide. A confidential report is distributed to all staff listing students with health alerts. Constant communication between school, home and medical personnel is a priority.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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: 31R440

School Name: New Dorp High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

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.

We were identified because we did not make AYP in ELA-focused SWD and Math-focused SWD during the 2009-2010 school year. In the new SED School Report Card, New Dorp High School has met AYP for all sub categories. We are aiming for 2011-12 to be the second year of meeting AYP so we can obtain the status of a school in "Good Standing".

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.

We would like to use the model we described in the SINI grant for 2010-11 which allowed us a specific plan for sustainability. We will focus on professional development in the areas of differentiation, purposeful grouping, questioning, tiered lesson planning and skill development. We will utilize interim assessment that will inform decisions around curriculum development, student supports and required professional development focused on meeting the needs of our SWD students..

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.

The plan includes professional development earmarked to meet the NYC Instructional expectations for the 2011-12 school year as well as a continued focus on those subgroups at risk of not meeting AYP. In particular, the monies will be spent on the development of skill based lessons immersed in the content area core subjects. We have evidence that this practice has led to the present data where all subgroups have met AYP.

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

Our mentoring plan is multi-faceted: Each new teacher is paired with a selected mentor, regular workshops are held to develop these teachers, collaboration with local college-level education programs for teacher development support, daily common planning time allows for increased collaboration amongst all teachers, strong curriculum documents with skill based activities aligned to the school wide writing program is provided to all staff members, outside vendor support such as ASCD, Edu Change and other such vendors is provided to teachers and lastly the use of the Danielson Framework during classroom observations leads to more frequent, focused feedback to teachers to improve instructional practices.

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.

Parents have already been notified by mail in their home language.

**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 Debra Maldonado/Alexis Penzell	District 31	Borough Staten Island	School Number 440
School Name New Dorp High School			

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

Principal Deirdre DeAngelis	Assistant Principal Deborah Cunningham
Coach	Coach
ESL Teacher Lance Petersen	Guidance Counselor Lisa Auriemma
Teacher/Subject Area Arminda Francisco	Parent
Teacher/Subject Area John McLaughlin	Parent Coordinator
Related Service Provider Pamela Katzman	Other Kathleen O'Connor
Network Leader	Other Jonathon Zagare

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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	11
Number of content area teachers with bilingual extensions	0	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	2758	Total Number of ELLs	165	ELLs as share of total student population (%)	5.98%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

1. The initial identification of possible ELLs is done as soon a new student to the NYCDOE and or the ELSS enters the building. Our pupil accounting Secretary Andrea Trivino identifies the student by the home language. Mr. Petersen, Ms.Torres (Spanish) and Ms. Li (Chinese) who are our ESL teachers are called to interview the parent/guardian and assists them in filling out the HLIS form in their native language. (All three have done this for a combined 60 years for the NYCDOE and we feel they are experts in this process). If an interpreter is needed we call the Department of Education's translation line, but most of the time we can work with the parents finding a translator at the school. After the HLIS has been filled in, we speak with the child and determine if the questionnaire adequately tells the story of their language ability. We also make sure and ask the parents about time away from school to determine the status of SIFE during this interview and quite often ask the students for the writing sample with the LAB/R if our interview and the HLIS deem it necessary. If there is a home language other than English indicated and the child's interview indicate ELL status we administer the Lab/R as our initial assessment process. Using the cut scores on Lab-R form A and B we determine program placement or stop the procedure if the student tests out. A Spanish student who scores below the total score for testing out will be given the short version of the Spanish Lab also at this time. The Lab/R and the Spanish Lab are given only once in the students' educational careers. Yearly an entitled ELL is given the NYSESLAT test in the spring by these same pedagogues in their classrooms or small groups. Much time and consideration is taken to prepare for this exam as it is an extremely important high stakes exam that can make a huge difference for the ELL students' futures. Prior to testing our lab coordinator uses the ATS reports RLAT, RNMR, RLER and the LAT reports. These give detailed numbers for all of the ELLs so that everyone will be accounted for and tested. The NYSESLAT test is treated like a Regents test where students are slated for specific rooms and taken out of regular classes. Parents are notified prior to the test and all ESL teachers and some ELA teachers proctor this important test.

2. Parent choice has become part of New Dorp High School in that we give our parents a chance to decide on the type of program they want for their children. They can choose transitional bilingual classes, dual language or the freestanding ESL classes. All three are offered in NYC and parents watch a DVD after their children are identified as ELL to decide on their choice. We like to offer the parents choice as soon as possible so that if they decide on a program we will be able to offer this choice is numbers in our school allow for it. Twenty students on each grade level would allow us to open a TBE program or a dual language program. We are stifled by a certain amount of students who must choose for the transitional bilingual, so our choice is limited unless the parents choose. We do recommend that parents stick to one model as evidence has shown students do better over the years in the same program. Many of our parents work in the evenings and are unable to make it to school for parent outreach meetings so we try to meet their schedules by seeing them when the time is best for them. We've also used parent breakfasts as a way to invite parents in to discuss the educational opportunities we can offer their children. Our Title III and separate SIFE grants have paid for these outreach programs in the past. If a parent doesn't make a choice, we automatically put them into the TBE program choice and again look over our numbers to form the bilingual class. During the months of September and October we have the largest influx of newly admitted students. Parents fill out the parent selection forms after the entire process and video have been explained or shown. If the translation unit is needed we have a

phone number we call and a translator helps the parent move through the HLIS form and parent selection form. Our process at New Dorp doesn't try to lead parents but to offer them choices.

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

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

5. Parent trends at New Dorp over the past years indicate an overwhelming number of freestanding ESL choice letters. The trend for Parent Choice letters is overwhelmingly Freestanding ESL classes. Based on this data the parent selections have been considered and we will continue to try to meet the needs and choices of all of our parents as trends change.

6. Our program models are aligned with parent requests. We have also made an effort to offer as much extra native language help as we can, using parent communication in all languages available. Our classes are aligned with these parent requests but we have also made the effort to include native language instruction in our supplemental programs such as, Destination Math in Spanish and soon Arabic and Chinese. The Achieve3000 reading program is a dual language program for Spanish and English speakers also. Through a Title 1 budget we've also made all communications home available in the native language of our parents. Foreign language teachers are being encouraged to attend the ITI, Intensive Institute Program, to take courses necessary for bilinugal certification should we need to open a TBE program.

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										4	5			9
Push-In										1				1
Total	0	0	0	0	0	0	0	0	0	5	5	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	165	Newcomers (ELLs receiving service 0-3 years)	98	Special Education	42
SIFE	37	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	29

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	98	20	10	38	14	18	29	3	16	165
Total	98	20	10	38	14	18	29	3	16	165

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

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										24	24	31		79
Chinese										7	7	5		19
Russian											1	5		6
Bengali														0
Urdu											2	1		3
Arabic										2	3	9		14
Haitian											1			1
French										1	2	1		4
Korean														0
Punjabi										1	1	3		5
Polish										1		1		2
Albanian										4	2	4		10
Other										6	4	12		22
TOTAL	0	46	47	72	0	165								

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?

1. a. The program model at New Dorp High School is the Freestanding English as a Second Language program in grades 9-12. In the free-standing ESL Program, students' placement at each level of instruction is determined by the NYSESLAT (LAB-R for incoming student new to the NYCDOE)

b. Our beginner students who are newly identified and non-English speakers follow a block in History, Science and Math content area classes. Our ESL classes are set up according to level on the NYSESLAT unless the student has passed the English regents. These

A. Programming and Scheduling Information

students are placed together in an ESL class focused on success on the NYSESLAT in problem areas based on the modality report. Our homogeneous classes are formed based on NYSESLAT scores for ESL classes while these same students may be taking different courses needed for graduation requirements or taking smaller learning community electives.

2. a. In accordance with CR Part 154, beginning-level ELLs are enrolled in three periods of ESL instruction daily to total 540 hours of instruction. We give them a total of 645 minutes per week during the regular school day. Intermediate ELLs are mandated for 360 minutes and we give them 430 weekly while the Advanced level ELLs require 180 minutes per week and we give them 215 minutes. ESL instruction is focused on the development of the four language modalities listening, speaking, reading and writing. For all three levels we are clearly above the mandated allotted time frames. Many of our beginner ELLs are also placed in a computer class with one of our licensed ESL teachers, Ms. Li five times weekly totaling an additional 215 minutes of service.

The following is a breakdown of our ESL classes for the fall and spring:

Beginner Classes

LE1-10 Fall One Period ELA (LE2-10) Spring
L1R-10 Fall Two Periods ESL (L2R-10) Spring
L1RE-70 Fall One Period ESL (L2RE-70) Spring

Intermediate Classes

LE3- 10, 11 Fall One Period ELA (LE4-10, 11) Spring
L3RE-20 Fall One Period ESL (L4RE-20) Spring
L3R-21 Fall One Period ESL (L4R-21) Spring
L3RE-70 Fall One Period ESL (L4RE-70) Spring
L3RE-71 Fall One Period ESL (L4RE-71) Spring
L3R-80 Fall One Period ESL (L4R-80) Spring

Advanced Classes

L5R-70, 80 Fall One Period ESL (L6R-70, 80) Spring

ESL Computer Readiness Course

LComp1C-50 Fall One Period ESL (LComp2C-50) Spring

Push-in Living Environment Course

SL1PCE9E Fall One Period (SL2PCE9E) Spring

3. Our Freestanding ESL program supports content area instruction in English for our ELL students. This year we are pushing in an ESL teacher to the Living Environment class for our beginner ELL students. This collaboration will allow these non-English speakers the methodologies and supports from the ESL teacher while content is given by a science teacher. Both teachers work closely to ensure students aren't being left behind. We are also writing an afternoon program for this science course that will be funded by Title III. Our ELLs are also supported during an additional 9th period tutoring session four days weekly in ELA and all of their content area subjects. The Achieve3000, Differentiated reading program and our pilot program The Learning Village supports classroom sessions in our computer rooms weekly during the school hours. Our goal is to have all students using Achieve3000 twice weekly and the Learning Village as a support to all classroom work. Our success with Achieve3000 has been recognized city-wide and our students' reading scores have improved. Over the past three years of use this has proven to be quite beneficial to reading levels as shown by lexiles within the program. We expect similar results from the Learning Village and Destination Learning pilot program our teachers are using this year. Our ESL teachers are continuously learning new approaches to meet the needs of our ELLs. One example is the Project Based Learning Courses taken by our teacher in the beginner classes. They are bringing the students into the lesson using a question like, "Why is immigration so difficult for the newly arriving immigrants to large urban cities like NYC?"

4. New Dorp High School educates over 19 different language speaking categories of students. The Spanish speakers are given the Spanish Lab upon entry to the NYCSS. The other language groups are evaluated by their Lab/R scores and if possible informal evaluations made by staff at the school. We currently don't have a bilingual program and students aren't graded in their native language unless they are taking a content area regents test. Prior to the regents tests students are given the opportunity to have regents tests ordered in their native languages if available. One of our teachers, Ms. Li is a Chinese speaker, Ms. Torres is a Spanish speaker. These teachers guide us for evaluations. We also have paras who speak Albanian, Russian and Arabic who offer to translate tests we offer.

5. a. 5. a. Our instructional plan for SIFE students has been greatly improved by the additional help of a SIFE grant we have been using

A. Programming and Scheduling Information

for the past four years offered by the Office of English Language Learners. We have opened up a center for the SIFE students called the BEST center, Be Exceptional Start Today, where students can come during the day and on Saturdays. They are given support to finish labs, type reports and research topics. These students function at a lower level than their classmates and need the extra support the BEST center offers them. We also make the teachers aware of their SIFE status so that they can be allowed more time on exams or more help on difficult concepts. One of our BEST center teachers instructs our SIFEs on how to use the scientific calculator for the tests. This effort has helped many of our SIFE students.

b. The newcomer ELL students are given the opportunity to take all content area exams in their native language. We offer this option to all ELLs but especially to the new students. Depending on the level of the new student we place them in appropriate ESL classes. The new students are all seen by the same guidance counselor who is very aware of their needs. She is also a member of the SIFE grant BEST center team which allows us to offer this valuable service to a newly arrived student.

c. All students at New Dorp are offered tutoring during a ninth period Monday- Thursday. We purchased programs like the Achieve3000 Reading program and the Learning Village. Both of these programs can be used at school and at home. Both programs are offered in Spanish and English. Our ESL content area teachers are looped from year to year. Teaching the ELL population is rewarding and most teachers would like the opportunity to do this. We send these teachers to QTEL programs that teach content area teachers ESL methodologies. Our ESL classrooms spiral up and the teachers keep track of their progress and move them forward.

d. Long-term ELLs are offered the services of the BEST center through the SIFE grant. They are also given all of the extra services our SIFE students receive. Our goal is to move these students out of ESL so they may take more courses needed for graduation.

e. The students with disabilities/ELL population are included in our mainstream ESL classes, which is reflected on their IEPs. 6 and 7. SIFE students will receive three periods of ESL/Literacy every day in our Beginner/beginner program, which is 540 hours of service, two periods if they are intermediate and one period if they are advanced. We also offer these students another period with a licensed ESL teacher in a basic computer literacy class. This course offers instruction about the computer functions, basic word processing functions and speaking for the beginning students. During ninth period students are encouraged to attend tutoring four days each week in

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	75%	100%	100%
75%	50%	75%	75%
50%	25%	50%	50%
25%	0%	25%	25%
0%	0%	0%	0%

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Newcomers or beginner/beginners are part of the three period ESL classroom that meets 645 minutes per week which is 105 more minutes than is required. This class has been extremely successful in the past and present. Our percentage rate of students passing out of the

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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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?

8. Our targeted intervention programs for ELLs in ELA, math and other content areas include daily articulation between content area teachers, ESL teachers and Administrators in our small learning community houses. One such day is "Kid Talk" where teachers discuss students who aren't making the grade or are having difficulty with grasping concepts in class. Each teacher in this smaller learning community teaches the students the other teachers are talking about and they compare notes and decide how best to move the student. Teacher training also takes place here with the ESL experts who know methodologies that can help with specific problems and differentiated strategies. Our Achieve3000 program offers extra help in reading and writing skills for the ELA classroom skills before, after and during the school day. This program offers reading and writing in Spanish and English. Many of our low level Spanish students do very well in their first language and need time to raise their reading level. Once they have they move along. Topics are shared so that content area teachers can bring up familiar subjects and the ELLs can shine by sharing in class. Our ESL teacher Ms. Li has been sharing time in our beginner math class helping the instructor with students who don't speak English. She offers new ways for him to reach these students. Mr. Petersen works closely with Ms. Ruggiero who teaches Global History to the beginner ELL students. These concepts are very difficult for the non-English speakers. We're using the Destination Math Program which is available at New Dorp in English and Spanish. This is a program designed for our ELL students and can be used at home to help with key problems in basic math and Algebra. Next year we hope to extend this to Arabic and maybe Chinese. We have a group of college students from the Liberty Partnership Program who come to New Dorp and do peer to peer tutoring. Our SIFE Grant supports four students who speak Spanish, Chinese and Russian who also do the peer to peer tutoring. We offer these student tutors a stipend using the SIFE Grant funding. We also offer content area tutoring Monday - Thursday during 9th period in all subjects. Recently, we have offered a computer course especially for the beginner ELL population. This class is taught by one of our licensed ESL teachers, Ms. Li. Students learn how to use the computer and its applications including Excel and Power Point. This course is additional support above the 540 mandated minutes required. For the first time we have pushed in an ESL teacher to a Living Environment class filled with beginner ELLs. Mr. Petersen teaches these students in the LIR ESL classes and does the push in with Ms. Francisco for Science. We are hoping to support this group with a Tuesday and Thursday Reading/Science support class after school using the Title III funding. Our students would be able to finish their labs and also be tutored in the more difficult concepts of Living Environment regents test. Ms. Francisco and Mr. Petersen would teach this course from 3pm to 5pm twice weekly.

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

10. We are beginning our second year in the Learning Village Pilot program at New Dorp. This program offers so many valuable tools for us including parent participation, math understanding and bilingual education. We have used this program with our SIFE and long-term ELL students and as many other ELL students as we can involve. We would like to continue to grow with this B.E.S.T. center for ELLs. It has become a safe haven for many ELL students at New Dorp. We have the the same teachers, who are trained using ESL methodologies working with new ELL students, in the beginner classrooms for History, Math and even ESL. Our teachers collaborate with one another in addition to their SLC members on instructional strategies for individuals. The Learning Village trainer has come to New Dorp and trained over ten teachers thus far.

11. Right now we haven't decided to discontinue any programs for ELLs at New Dorp. We are pushing forward to make the extra

B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English 

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)?

No Dual Language at New Dorp

Math:				
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D. Professional Development and Support for School Staff

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

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

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

The Teaching Strategies for English Language Learners program is a professional development program that we administer, which will enhance instructional and assessment practices for all of our participating teachers on this topic. Specific scheduling will follow as we will fund the implimentation with Title III monies so that we might suppliment learning pd for our content area teachers to satisfy the 7.5 hours of Jose P. creditation. Some of the topics in this intense study are the following:

Creating an ELL-Friendly Learning Environment

Strategies to Boost Reading Comprehension

Vocabulary Instruction

Grouping Options for ELLs

Instructional Design and Delivery

Assessment Practices

Developing Partnerships with Families and Communities

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Assessment Practices

Developing Partnerships with Families and Communities

We have also sent two teachers per year to the QTEL workshops offered by the Office of English Language Learners over the winter recess or Spring break. Teachers are paid teacher training rate to attend these QTEL workshops. We offer QTEL to content area teachers who are working directly with the ELL population during the school year.

E. Parental Involvement

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

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

E. Parental Involvement

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4. How do your parental involvement activities address the needs of the parents?

1. Our Parent workshops have been extremely successful at New Dorp in the past. This year we are offering three workshops:
 - The College Application Process for the ELL Parent
 - In-house Academic Support... Who, Where, & When for the ELL Student
 - Reading & Understanding your Child's Transcript for the ELL Parent

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

2. We have partnered with the Liberty Partnership program which offers free tutoring to our ELL students and parents alike.
3. We are now using a system called Datacation which allows all parents access to their children's classwork grades, behavior and attendance. We also send out all correspondence in our four major languages to communicate better with parents. Over the past two years we have sent our questionnaires as to how parents are involved with technology or whether they knew how to read their children's transcripts. Based on these questionnaires we have set up parent meetings to try and meet these needs.
4. We've offered parents basic computer classes in Microsoft Word and general keyboard understanding. We've supplied them with books and workbooks for this course and I think it helped their confidence in working with computers which raised their self efficacy. Our workshop on understanding your child's transcript has been received very well also. Parents want to know what's going on with their children's education but don't always understand how to read a transcript. This course took them through the process aided by a qualified guidance counselor/social worker.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	

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?

8. Our targeted intervention programs for ELLs in ELA, math and other content areas include daily articulation between content area teachers, ESL teachers and Administrators in our small learning community houses. One such day is "Kid Talk" where teachers discuss students who aren't making the grade or are having difficulty with grasping concepts in class. Each teacher in this smaller learning community teaches the students the other teachers are talking about and they compare notes and decide how best to move the student. Teacher training also takes place here with the ESL experts who know methodologies that can help with specific problems and differentiated strategies. Our Achieve3000 program offers extra help in reading and writing skills for the ELA classroom skills before, after and during the school day. This program offers reading and writing in Spanish and English. Many of our low level Spanish students do very well in their first language and need time to raise their reading level. Once they have they move along. Topics are shared so that content area teachers can bring up familiar subjects and the ELLs can shine by sharing in class. Our ESL teacher Ms. Li has been sharing time in our beginner math class helping the instructor with students who don't speak English. She offers new ways for him to reach these students. Mr. Petersen works closely with Ms. Ruggiero who teaches Global History to the beginner ELL students. These concepts are very difficult for the non-English speakers. We're using the Destination Math Program which is available at New Dorp in English and Spanish. This is a program designed for our ELL students and can be used at home to help with key problems in basic math and Algebra. Next year we hope to extend this to Arabic and maybe Chinese. We have a group of college students from the Liberty Partnership Program who come to New Dorp and do peer to peer tutoring. Our SIFE Grant supports four students who speak Spanish, Chinese and Russian who also do the peer to peer tutoring. We offer these student tutors a stipend using the SIFE Grant funding. We also offer content area tutoring Monday - Thursday during 9th period in all subjects. Recently, we have offered a computer course especially for the beginner ELL population. This class is taught by one of our licensed ESL teachers, Ms. Li. Students learn how to use the computer and its applications including Excel and Power Point. This course is additional support above the 540 mandated minutes required. For the first time we have pushed in an ESL teacher to a Living Environment class filled with beginner ELLs. Mr. Petersen teaches these students in the L1R ESL classes and does the push in with Ms. Francisco for Science. We are hoping to support this group with a Tuesday and Thursday Reading/Science support class after school using the Title III funding. Our students would be able to finish their labs and also be tutored in the more difficult concepts of Living Environment regents test. Ms. Francisco and Mr. Petersen would teach this course from 3pm to 5pm twice weekly.

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

10. We are beginning our second year in the Learning Village Pilot program at New Dorp. This program offers so many valuable tools for us including parent participation, math understanding and bilingual education. We have used this program with our SIFE and long-term ELL students and as many other ELL students as we can involve. We would like to continue to grow with this B.E.S.T. center for ELLs. It has become a safe haven for many ELL students at New Dorp. We have the the same teachers, who are trained using ESL methodologies working with new ELL students, in the beginner classrooms for History, Math and even ESL. Our teachers collaborate with one another in addition to their SLC members on instructional strategies for individuals. The Learning Village trainer has come to New Dorp and trained over ten teachers thus far.

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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)?

No Dual Language at New Dorp

D. Professional Development and Support for School Staff

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

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

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

The Teaching Strategies for English Language Learners program is a professional development program that we administer, which will enhance instructional and assessment practices for all of our participating teachers on this topic. Specific scheduling will follow as we will fund the implimentation with Title III monies so that we might suppliment learning pd for our content area teachers to satisfy the 7.5 hours of Jose P. creditation. Some of the topics in this intense study are the following:

Creating an ELL-Friendly Learning Environment

Strategies to Boost Reading Comprehension

Vocabulary Instruction

Grouping Options for ELLs

Instructional Design and Delivery

Assessment Practices

Developing Partnerships with Families and Communities

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We have also sent two teachers per year to the QTEL workshops offered by the Office of English Language Learners over the winter recess or Spring break. Teachers are paid teacher training rate to attend these QTEL workshops. We offer QTEL to content area teachers who are working directly with the ELL population during the school year.

E. Parental Involvement

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

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

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1. Our Parent workshops have been extremely successful at New Dorp in the past. This year we are offering three workshops:
 - The College Application Process for the ELL Parent
 - In-house Academic Support... Who, Where, & When for the ELL Student
 - Reading & Understanding your Child's Transcript for the ELL Parent

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

2. We have partnered with the Liberty Partnership program which offers free tutoring to our ELL students and parents alike.
3. We are now using a system called Datacation which allows all parents access to their children's classwork grades, behavior and attendance. We also send out all correspondence in our four major languages to communicate better with parents. Over the past two years we have sent our questionnaires as to how parents are involved with technology or whether they knew how to read their children's transcripts. Based on these questionnaires we have set up parent meetings to try and meet these needs.
4. We've offered parents basic computer classes in Microsoft Word and general keyboard understanding. We've supplied them with books and workbooks for this course and I think it helped their confidence in working with computers which raised their self efficacy. Our workshop on understanding your child's transcript has been received very well also. Parents want to know what's going on with their children's education but don't always understand how to read a transcript. This course took them through the process aided by a qualified guidance counselor/social worker.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										10	6	11	0	27
Intermediate(I)										23	19	40	0	82
Advanced (A)										15	24	17	0	56
Total	0	0	0	0	0	0	0	0	0	48	49	68	0	165

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B										3	3	4	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I										7	7	21	0
	A										17	16	28	0
	P										18	15	18	0
READING/ WRITING	B										5	7	11	0
	I										21	10	41	0
	A										9	21	16	0
	P										1	1	2	0

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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	52		38	
Integrated Algebra	77		36	
Geometry	14		13	
Algebra 2/Trigonometry	1			
Math				
Biology				
Chemistry	2		1	
Earth Science	8		3	
Living Environment	46		36	
Physics				
Global History and Geography	40		22	
US History and Government	32		18	
Foreign Language	5		5	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

B. 1. At New Dorp we assess the early literacy skills of our ELLs in a variety of ways. Literacy skills for a newly arrived ELL student who has no English skills is measured best in a transitional bilingual program where the first language is used for instruction as the second language skills are acquired. At this time since we don't have the TBE program here; we depend on other means for the various levels our ELLs are on. Please see chart on next page, different languages are used at our school. Our Chinese teacher, Mr. Peterson uses the BIGOP

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

School Name: New Dorp High School

School DBN: 31R440

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deirdre A. DeAngelis	Principal		10/12/11
Deborah Cunningham	Assistant Principal		10/12/11
	Parent Coordinator		
Lance Petersen	ESL Teacher		10/12/11
	Parent		
Armindia Francisco	Teacher/Subject Area		10/12/11
John McLaughlin	Teacher/Subject Area		10/12/11
	Coach		
	Coach		
Lisa Auriemma	Guidance Counselor		10/12/11
Alexis Penzell	Network Leader		10/12/11
Kathleen O'Connor	Other <u>teacher</u>		10/12/11
Jonathon Zagare	Other <u>teacher</u>		10/12/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R440 **School Name:** New Dorp High School

Cluster: 5 **Network:** 563

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

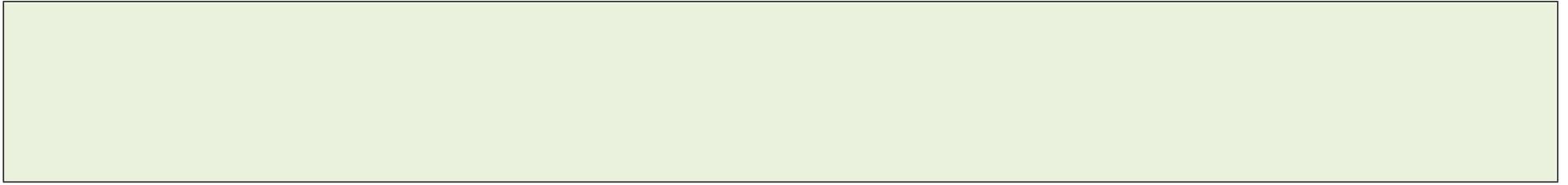
The need to provide translated versions of parent newsletters, and most recently, our Quality Review report are priorities based on the needs communicated to us by parents whose home language is other than English. Translations for these have been and will continue to be obtained from either the Department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

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

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

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

- a. Provide each parent whose primary language is a covered language with written notification (by mail) of their rights regarding translation and interpretation services in the appropriate covered language with instructions on how to obtain such services.
- b. Conspicuously post the above information at the main entrance in each of the covered languages
- c. Provide procedures within the school's safety plan for ensuring that parents in need of language assistance services are not prevented from reaching New Dorp High School's administrative offices due to language barriers.



2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: New Dorp High School	DBN: 31R440
Cluster Leader: Deborah Maldonado	Network Leader: Alexis Penzell
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 165 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Our Freestanding ESL program supports content area instruction in English for our ELL students. This year we are pushing in an ESL teacher to the Living Environment class for our beginner ELL students. This collaboration will allow these non-English speakers the methodologies and supports from the ESL teacher while content is given by a science teacher. Both teachers work closely to ensure students aren't being left behind. Our ELLs are also supported during an additional 9th period tutoring session four days weekly in ELA and all of their content area subjects. The Achieve3000, Differentiated reading program and our pilot program The Learning Village supports classroom sessions in our computer rooms weekly during the school hours. Our goal is to have all students use Achieve3000 twice weekly along with the Learning Village as a support to all classroom work. Our success with Achieve3000 has been recognized city-wide and our students' reading scores have improved. Over the past three years of use this has proven to be quite beneficial to reading levels as shown by lexiles within the program. We expect similar results from the Learning Village and Destination Learning pilot program our teachers are using this year. Our ESL teachers are continuously learning new approaches to meet the needs of our ELLs. One example is the Project Based Learning Courses taken by our teacher in the beginner classes. They are bringing the students into the lesson using a question like, "Why is immigration so difficult for the newly arriving immigrants to large urban cities like NYC?"

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

* An afterschool program that will utilize Achieve 3000 support the skill development of the ELL students. The afterschool program will have a dual component this year. In addition to developing their reading skills, we have added a Living Environment component. Data reveals the ELL population has struggled with this course due to academic vocabulary and mandated labs. This afterschool program will be led by a licensed ESL teacher and a licensed Biology teacher to assist the students with strategies and hands on materials to comprehend the material better while in their classes during the school day. This program will meet twice a week for two hours each day throughout the school year. Student data will be discussed and monitored by our B.E.S.T. Center Inquiry Team and disseminated to the New Dorp Staff through SLC meetings. Parent meetings will be held to discuss students' progress. The licenses for Achieve 3000 were purchased utilizing the SIFE grant.

*An intensive Regents tutoring course will be held six Saturdays that precede the January and June administration of the Regents exams. ELL students who were not successful on the previous years Regents will be invited to attend these three hour sessions that will target the areas of weakness to ensure success. ELL students who are taking the Regents for the first time are also encouraged to attend these rigorous sessions. These sessions will be led by a licensed ESL teacher and a content specialist. An item analysis of previous exams will serve as the basis of the skill work needed for these sessions. Kaplan materials will be utilized for this intensive supplemental tutoring program which was purchased utilizing a Title I SINI grant.

*An after school program that will focus on a balanced literacy program with specific strategies as it pertains to comprehension in listening, speaking, reading and writing for ELL students to increase

Part B: Direct Instruction Supplemental Program Information

their score on the NYSESLAT exam in the spring of 2012. This supplemental program will meet two times per week for one hour beginning in February. This program will be led by a licensed ESL teacher and a licensed English teacher.

* Cultural trips will be planned utilizing Title III funds such as museums, Statute of Liberty, Ellis Island and/or the Christmas Show. Data reveals that "real life experiences" play a big role in the development of writing skills. Students become stronger writers when they share events that they have experienced first hand and can make text to life connections.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development for ESL teachers and the content area teachers is an on going investment that District 31 and New Dorp High School take very seriously. ESL methodologies and strategies in the "Writing Process" and "Differentiating Instruction in the Content Area" are applied to interdisciplinary areas.

*Through the SIFE grant in 2010-2011 New Dorp High School purchased "Teaching Strategies for English language Learners" (secondary level)- A Professional Development Package. This professional development package can be and will be sustained this year by selecting sixteen teachers that teach our ELL population. This development will enable teachers to build a classroom culture based on respect and trust, encouraging high expectations for all learners, and reflecting on curriculum and practice that will promote student achievement and strengthen the home-school connection. This professional development will provide forums for facilitating guided conversations based on shared information. Differentiated lessons geared toward the ELL population will be formulated within this professional development. This will be funded through the SIFE grant.

*Smartboard training will be offered to staff members that teach the ELL population with an emphasis on interactive and hands on activities for the English language Learners. This training will be offered three times per semester for two hours. This service will be provided by the CSI Discovery Program.

*Teachers will develop model lesson plans that will focus on creative use of questioning to encourage higher order thinking and responses from the ELL students. This professional development aligns with New Dorp High School's school initiative for the 2011-2012 school year which prioritizes questioning techniques in the new system of teacher effectiveness.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Parent workshops will be funded by Title I monies in the fall and the spring semesters. Workshops will include basic computer skills, as well as working with technology, internet research , understanding Skedula, the program that is utilized by New Dorp High School to communicate with staff and parents. In addition, transitioning the high school student to post secondary education and financial aid will be presented to the parents. These workshops will run for two hours each Tuesday and teams of two teachers will facilitate each class.

* Beginning in January and running through June, ESL classes will be offered to parents of students at New Dorp High School for ten weeks, one night per week for two hours. This class will be taught by a licensed and experienced ESL teacher.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$18276

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$18276

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		