



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : NEW WORLD HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X513

PRINCIPAL: FAUSTO SALAZAR **EMAIL:** FSALAZAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
Fausto Salazar	*Principal or Designee	
Catrina Rocco	*UFT Chapter Leader or Designee	
Claudio Vasquez	*PA/PTA President or Designated Co-President	
Yusmery Paz	DC 37 Representative, if applicable	
Miguel Aybar Taina Chouloute	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Griselda Robles Tieh	Member/Parent	
Primitivo Cuatle	Member/Parent	
Teofilo Ortiz	Member/Parent	
Maria Madalera Valdera	Member/Parent	
Jean Phillipe Madeline	Member/Parent	
Valerie Miano	Member/UFT	
Julia Maldonado	Member/UFT	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

11th grade students (cohort 2013) will achieve a specific average score on their ELA Regents essay. Beginner level students will achieve an average essay score of 2.5 (out of 6) by August 2012. Intermediate level students will achieve an average essay score of 3 (out of 6) by August 2012. Advanced level students will achieve an average essay score of 4 (out of 6) by August 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting an analysis of the student performance data of the English Regents exam, it was determined that our students did not perform as well as expected on the essay section of the assessment. We have established specific improvement goals for this part of the assessment for each subgroup.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Use January Regents to assess student performance and modify instruction. Challenge students with more difficult critical lens quotes. Incorporate English literary text into English Regents format to familiarize students with the exam. Use smartboard technology to promote engagement. Align instructional material with the Common Core Standards: [1] Develop learning activities extending the difficulty of tasks to make it challenging so that students use strategic thinking to apply concepts and make connections; [2] Engage students on how to translate complex ideas and important questions into clear and explicit sentences and paragraphs. Teachers will meet one day per week to examine student work collaboratively and two days per week to work on curriculum.

Create and administer Mock Regents exams, computer software for test prep, Write- to- Learn, incorporate listening into our English curriculum, familiarize students with test layout and test taking strategies, professional development activities to support NYS Common Core standards, develop units addressing the NYS Common Core standards

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 include: 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;

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; student expectations, and ways that parents can help their child to succeed;

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;

Translate all critical school documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers and ESL teachers;

The Principal's secretary will work closely with the Fordham PSO HR point person to ensure that non-highly qualified teachers have met all requirements;

Mentors are assigned to support struggling and un-qualified teachers;

Staff attend workshops appropriate to the subject and goal (ex. SIOP)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school has created support classes conducted by an ESL teacher where students spend the entire time writing and analyzing their writing in order to improve their scores on the State assessment. We offer after-school and Saturday classes for students who are struggling with passing the English Regents exam, with emphasis on the written section of the exam.

Our school had acquired a web-based program called Write-to-Learn that helps students to develop writing skills and provides immediate feedback. The program also allows students to work at their own pace.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I school-wide program school, conceptual consolidation will allow us to combine Federal and local funds such as Tax Levy FSF, Title I funds, Title III, and human resources to implement this action plan from September, 2011 to June, 2012 as follows:

- Supervisor per-session four days per week after school, and five hours on Saturdays;
- Professional instructional materials to support curriculum development during the regular school day;
- Instructional materials for use during extended day programs;
- Teacher per-session four days per week for after-school, and five hours for Saturday program, and differentiated professional development.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The June 2011 Regents results showed that graduation cohort 2012 has an AYP of 144, while the target is 175 for Mathematics. We want to target the rising seniors in Cohort 2012 who have not achieved a 65 on the Integrated Algebra Regents in order to raise the AYP to 175 and to help students graduate in 4 years by August, 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Looking at our Math scores for students in cohort 2012, it was determined that our AYP in Math is 144. Our target AYP is 175, therefore we need to ensure that our students will score a minimum of 65 on the Integrated Algebra Regents exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Students in Cohort 2012 will be identified before Summer School 2011 to provide summer Integrated Algebra Regents preparation. Mathematics teachers will collaborate together in developing instructional material aligned to the Common Core Standards. Instructional activities will engage students in levels 3 and 4 of the DOK (Depth of Knowledge) chart. Students will acquire skills, apply concepts, and make connections. Teachers will meet one day per week to examine student work collaboratively and two days per week to work on curriculum. In Fall 2011, identified students will receive further support during the school day, during the after-school AIS, and during the Saturday academy.

Create Mock Regents, computer software for test prep, Write-to-Learn, incorporate listening into our Math curriculum, familiarize students with test layout and test taking strategies, professional development activities to support NYS Common Core Standards, develop units addressing the NYS Common Core Standards

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Daily outreach to parents to ensure that students attend after-school and Saturday enrichment programs;

Conduct parent workshops with topics that include: 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;

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; student expectations, and ways that parents can help their child to succeed;

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;

Translate all documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers and ESL teachers;

The Principal's secretary will work closely with the Fordham PSO HR point person to ensure that non-highly qualified teachers have met all requirements

Mentors are assigned to support struggling and un-qualified teachers;

Staff attend workshops appropriate to the subject and goal (ex. SIOP)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school has created support classes conducted by an ESL teacher where students spend the entire time writing and analyzing their writing in order to improve their scores on the State assessment.

We offer after-school and Saturday classes for students who are struggling with passing the Integrated Algebra Regents exam.

All ELLs participate in a literacy-based program that has been established as part of the overall instructional program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I school-wide program school, conceptual consolidation will allow us to combine Federal and local funds such as Tax Levy FSF, Title I funds, Title III, and human resources to implement this action plan from September, 2011 to June, 2012 as follows:

- Supervisor per-session four days per week after school, and five hours on Saturdays;

- Professional instructional materials to support curriculum development during the regular school day;
- Instructional materials for use during extended day programs;
- Teacher per-session four days per week for after-school, and five hours for Saturday program, and differentiated professional development.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the 2-year performance rate on the Living Environment Regents exam by 5% and on the Earth Science Regents exam by 5% by August, 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the results of last year's Regents examinations in both Living Environment and Earth Science, we have determined that our students did not perform as well as expected. We have found the need to improve the results of the State assessments in these two subject areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

During the summer, teachers will begin to design the 2-year Living Environment Curriculum, which is intended for beginner ESL students entering into the 9th grade. Over the course of the year, this curriculum will be finalized. In addition, teachers will develop a 2-year Earth Science course during the school year, intended for beginner ESL students entering the 11th grade. The instructional material will be aligned with the Common Core Standards. Instructional material will require students to use strategic thinking to extend their learning. Teachers will meet one day per week to examine student work collaboratively and two days per week to work on curriculum.

Further support for students will be given during the school day, during the after-school AIS, and during the Saturday academy.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Daily outreach to parents to ensure that students attend after-school and Saturday enrichment programs;

Conduct parent workshops with topics that include: 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;

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; student expectations, and ways that parents can help their child to succeed;

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;

Translate all documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers and ESL teachers;

The Principal's secretary will work closely with the Fordham PSO HR point person to ensure that non-highly qualified teachers have met all requirements

Mentors are assigned to support struggling and un-qualified teachers;

Staff attend workshops appropriate to the subject and goal (ex. SIOP)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school has created support classes conducted by an ESL teacher where students spend the entire time writing and analyzing their writing in order to improve their scores on the State assessment.

We offer after-school and Saturday classes for students who are struggling with passing the Earth Science and Living Environment Regents exams.

All ELLs participate in a literacy-based program that has been established as part of the overall instructional program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I school-wide program school, conceptual consolidation will allow us to combine Federal and local funds such as Tax Levy FSF, Title I funds, Title III, and human resources to implement this action plan from September, 2011 to June, 2012 as follows:

- Supervisor per-session four days per week after school, and five hours on Saturdays;
- Professional instructional materials to support curriculum development during the regular school day;
- Instructional materials for use during extended day programs;
- Teacher per-session four days per week for after-school, and five hours for Saturday program, and differentiated professional development.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Beginner (L1-L2) students will be expected to improve their essay scores by .5, Intermediate (L3) students will be expected to improve their essay scores by .5-1, and advanced (L4) students will be expected to improve their essay scores by 1-1.5 on the Global and U.S. History Regents exams by August, 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The DBQ (Part A) results for Social Studies have remained consistently high, which indicates that students are able to accurately identify document based questions and analyze information. For students taking the Regents exams for the first time, essay scores indicate that students are not meeting expectations. Our students' major barriers for both the Global and U.S. History Regents exams include lack of prior knowledge and language abilities. Many students arrive in 10th grade, missing all of Global 1 and 2, which makes up a significant portion of the exam. Even for those students who arrive in 9th grade, their English proficiency is beginner level, which makes acquiring new information difficult. Many students have not developed the academic vocabulary necessary to be successful on the Global and U.S. History Regents exams.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Based on the fact that our students are at different English levels and abilities, we believe that it is more practical to create individual goals for each level of ESL proficiency. We will reach these goals by scaffolding content material according to students' proficiency levels while keeping classes rigorous and maintaining the integrity of the curriculum. Instructional material at all levels of ESL proficiency will be aligned with the Common Core Standards. Instructional material will enable students to acquire new knowledge, apply skills, and use strategic thinking to extend their knowledge by making connections and generating new questions. All students will learn specific test-taking skills and strategies. Teachers will spiral backwards, consistently reviewing past information and connecting it to new content. Mock Regents will be given in order to continuously review and assess students' knowledge. Instructional material will tap into students' prior knowledge and teachers will work collaboratively in planning assessments, examine student work, and providing effective feedback to students. Teachers will meet one day

per week to examine student work collaboratively, and two days per week to work on curriculum. All students in Global 3 and 4 will have a Global prep class where their focus will be on reviewing content and skills from Global 1 and 2.

Prentice Hall Review books, Barrons Regents review books, Eduware software, Achieve 3000, HistoryAlive!, supplemental materials and textbooks will be used to enhance learning.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Daily outreach to parents to ensure that students attend after-school and Saturday enrichment programs;

Conduct parent workshops with topics that include: 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;

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; student expectations, and ways that parents can help their child to succeed;

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;

Translate all documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers and ESL teachers;

The Principal's secretary will work closely with the Fordham PSO HR point person to ensure that non-highly qualified teachers have met all requirements

Mentors are assigned to support struggling and un-qualified teachers;

Staff attend workshops appropriate to the subject and goal (ex. SIOP)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We offer after-school and Saturday classes for students who are struggling with passing the Global and U.S. History Regents exams.

All ELLs participate in a literacy-based program that has been established as part of the overall instructional program.

Our school has created support classes conducted by an ESL teacher where students spend the entire time writing and analyzing their writing in order to improve their scores on the State assessment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	43	41	29	27	15			
10	31	43	35	49	29			
11	49	39	24	29	25			
12	35	34	27	28	23			

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

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**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/Marge Struk	District 11	Borough Bronx	School Number 513
School Name New World High School			

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

Principal Fausto Salazar	Assistant Principal Hassan Tmimi, Mithat Gashi
Coach N/A	Coach N/A
ESL Teacher Kate Donovan	Guidance Counselor Deyci Mejia, Katie Kamanga
Teacher/Subject Area Catrina Rocco/Social Studies	Parent Claudio Vasquez
Teacher/Subject Area Maria Simon/ESL	Parent Coordinator Miguel Vazquez
Related Service Provider N/A	Other type here
Network Leader Marge Struk	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	8	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	0		

D. School Demographics

Total number of students in school	406	Total Number of ELLs	320	ELLs as share of total student population (%)	78.82%
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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. 

Paste response to questions 1-6 here:

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

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

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

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

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

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

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

3 Entitlement letters, parent surveys, and program selection forms are distributed to parents at registration and are collected at that time, and filed in individual student permanent record folders. Continued entitlement letters are given to all entitled students by the ESL Coordinator to bring home. Copies of the letters are filed in the students' permanent record folders.

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

5 After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that the majority of our parents (308) request an ESL freestanding program. Only 3 parents chose Dual Language, and 9 parents chose transitional. Completed parent choice letters are filed, along with all necessary documents, in the students' permanent record folders.

6 Yes, our program model is aligned with parental requests. Our parents are informed of the different programs available for their children, and after reviewing each of the programs, speaking with our staff, and explanation of our program models, most parents choose our freestanding ESL program. A few parents choose a bilingual program, but not enough parents request such a program for us to offer it. For these students, and all of our students, we have created support structures both in the classroom and after school in their native language to support their academic needs. We maintain close contact with our parents through our daily outreach, letters sent, and during our monthly parent meetings. All parent concerns and suggestions are taken into serious consideration and modifications to programs are based upon what is best for each individual student.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										0	0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In										0	0	0	0	0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	320	Newcomers (ELLs receiving service 0-3 years)	279	Special Education	5
SIFE	113	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	11

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	284	100	4	25	13	1	11	0	0	320
Total	284	100	4	25	13	1	11	0	0	320

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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										74	67	52	47	240
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										2	5	4	1	12
Urdu										1	3	0	0	4
Arabic										6	7	3	2	18
Haitian										1	0	0	0	1
French										3	3	10	0	16
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0

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
Polish										0	0	0	0	0
Albanian										1	2	0	0	3
Other										6	7	8	4	25
TOTAL	0	94	94	78	54	320								

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?

Paste response to questions 1-7 here

1

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

We further support our students' English language learning needs by fostering an environment in which they are encouraged and required

A. Programming and Scheduling Information

to demonstrate their knowledge of English in all of their interactions in our community. We believe that our approaches encourage all of our ELL students to practice more and learn with more confidence.

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

2

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

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

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

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

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

Content area teachers are trained in implementing ESL strategies in the delivery of instruction. In beginner and intermediate ESL classes, all teachers use more audio visuals, video clips, and scaffolding to differentiate instruction. In addition to books -to maximize opportunities for student learning- teachers use numerous web-based software programs such as Achieve3000, PASCO, hands-on activities in Science classes, Eduware (exam prep educational software), Discovery Learning for all subject areas, Brainpops for all subjects, Gizmo for math and science, Power Speak, and Write to Learn. Also, teachers use graphic organizers, thematic unit of study, maps, charts, and word walls.

4 Once a student is registered in our school and placed in a program based upon the LABR exam and the initial interview, the student is monitored for the following two weeks. After the two week period, all teachers meet and make recommendations to change the level of the student if necessary. This meeting is facilitated by the ESL teacher and the student.

5 To address mixed ability groups within our classes, the school has allocated specific time for teachers to plan. We recognize that planning for a mixed ability classroom requires a great deal of planning and preparing materials at different levels to address the needs of the learners in the room. Our teachers use scaffolding to differentiate learning tasks and materials and provide a variety of verbal and academic supports so that students develop the skills to meaningfully engage with the content.

a Our SIFE students receive additional support during the regular classroom time. In different content areas, teachers assign peer tutors to work closely with SIFE students during regular class time. Also, teachers pair SIFE students with students who speak their native language in the classroom. In addition, our SIFE students participate in the after school tutoring sessions, Saturday literacy classes, and after school enrichment courses. The teachers will also use a variety of manipulative and visuals when instructing as well as provide

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%	Page 30
75%	
50%	
25%	

A. Programming and Scheduling Information

Speak very little or no English are paired with a buddy or a peer tutor to provide assistance to them to adjust to our school. All students will be taking grade level courses. Students and staff members who speak the language of the newcomer are available to provide language

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?

Paste response to questions 8-17 here

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

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14. Staff members speak 8 different languages (Spanish, Arabic, French, Albanian, Korean, Italian, Chinese, and German) and can provide

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)?

Paste response to questions 1-5 here N/A

Math:

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

Professional development activities involve formal and informal processes. Some activities include: intervisitation to other teachers' classrooms; sharing best practices informally and also during staff meetings; attending workshops outside the school and sharing what was learned at department and staff meetings; learning walks done at different times and observing specific practices; staff self-reflections to set goals for the year; case conferences to help staff do thorough examinations of student struggles and develop action plans; collection of data which is analyzed in an effort to assess students and also interventions; involved in action research activities; formal and informal observations in order for administration to continue to support staff as assessments of practices are made and techniques are developed; goal setting meetings are used for staff members to reflect on their strengths and weaknesses and to develop a plan to help them achieve their desired goal along with meetings that follow to assess progress towards meeting the goal; mentoring is offered to new teachers as they begin their career; buddy teachers volunteer to work with new teachers in order to share experiences, web-based instructional and informative sessions to ensure that secretaries are kept abreast of the latest regulations and practices, workshops sponsored by the CFN to train secretaries in modifications and additions to existing programs, Our parent coordinator is actively involved in all school-based professional development as well as attends workshops focusing on the needs of parents and students, getting more parents involved with the school community, and practices to assure parents of student safety in school, among others. Guidance counselors attend all professional development sessions in-house and also attend outside workshops that focus on the college entry process, student safety, and dealing with the issues that students face not only as teenagers, but as new young adults in our country. Our paraprofessionals attend workshops offered by the Office of ELLs. We currently do not have occupational/physical therapists or speech therapists.

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

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

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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?

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3 At regular parent workshops and parent association meetings, parents are surveyed about their needs and future parent workshops and activities are developed based upon their responses. We do not only evaluate the needs of parents based upon surveys distributed by the Department of Education, but have created our own school surveys that focus on any concerns or issues that parents may have. In addition to surveys, we have an extensive outreach program. We ensure that each parent's individual needs are addressed.

4 Based on parent responses, we have been able to provide workshops dealing with internet safety, health awareness, proper nutrition, ESL classes, and once a year, we provide a financial aid walkthrough where parents of seniors complete financial aid forms for their child who will attend college.

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%	
75%	
50%	
25%	
	Freestanding ESL

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12. ELLs are afforded equal access to all school programs not only because of a highly qualified staff, but due to the partnerships that we have established with outside organizations and institutions of higher learning. Our partnership with Hunter College has helped us to develop a support system that is immediate and individualized based upon student needs in the Math and Science classrooms. With the help of the Office of ELLs, we have been able to expand this support system to include English and Social Studies. This program is a combination of in-class peer tutoring, after-school peer tutoring, mock Regents exams, item analysis of these exams, and planning instruction based upon these results. After-school programs include Regents prep classes, Achieve 3000 (web-based Reading program), drama, theater, computers, music, and sport activities. Our on-line tutoring program can be accessed from student homes and allows students to get the help they need from staff. We encourage our students to not only succeed academically, but to broaden their abilities through extra-curricular activities.
13. Our teachers use several different modes and materials to support the learning of ELL students. In the classroom, charts and graphs are used to help students organize the rules of the English language. Also, photographs, pictures, internet sites, and other visual aids are employed to assist with understanding word meaning. Extra time is given for scaffolding and guided reading to ensure that students can grasp text meaning. Audio materials are used to help students to improve their listening comprehension skills. The use of supplemental texts, including dictionaries/translators, and copies of short stories are available for students to improve reading skills.
- Subject class teachers use downloaded movies from united streaming, incorporate the use of the LCD projector, use graphic organizers, enhance lessons with the use of Smart boards, have students involved in hands-on projects using the computer lab, use pull-down maps to display locations, and use posters of different countries, cultures, etc.. to further motivate students.
- Achieve 3000, a differentiated Reading program, hands-on activities using PASCO materials in Science classes, Eduware software (exam prep educational software) is used by teachers to prepare effective assessment and instruction, and students use a remote controlled hand-held answering device (clicker) for in-class assessment to provide immediate feedback.
14. Staff members speak 8 different languages (Spanish, Arabic, French, Albanian, Korean, Italian, Chinese, and German) and can provide

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

Professional development activities involve formal and informal processes. Some activities include: intervisitation to other teachers' classrooms; sharing best practices informally and also during staff meetings; attending workshops outside the school and sharing what was learned at department and staff meetings; learning walks done at different times and observing specific practices; staff self-reflections to set goals for the year; case conferences to help staff do thorough examinations of student struggles and develop action plans; collection of data which is analyzed in an effort to assess students and also interventions; involved in action research activities; formal and informal observations in order for administration to continue to support staff as assessments of practices are made and techniques are developed; goal setting meetings are used for staff members to reflect on their strengths and weaknesses and to develop a plan to help them achieve their desired goal along with meetings that follow to assess progress towards meeting the goal; mentoring is offered to new teachers as they begin their career; buddy teachers volunteer to work with new teachers in order to share experiences, web-based instructional and informative sessions to ensure that secretaries are kept abreast of the latest regulations and practices, workshops sponsored by the CFN to train secretaries in modifications and additions to existing programs, Our parent coordinator is actively involved in all school-based professional development as well as attends workshops focusing on the needs of parents and students, getting more parents involved with the school community, and practices to assure parents of student safety in school, among others. Guidance counselors attend all professional development sessions in-house and also attend outside workshops that focus on the college entry process, student safety, and dealing with the issues that students face not only as teenagers, but as new young adults in our country. Our paraprofessionals attend workshops offered by the Office of ELLs. We currently do not have occupational/physical therapists or speech therapists.

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

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

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

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E. Parental Involvement

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

Paste response to questions 1-4 here

- 1 Besides our parents' participation in the required committees, they also attend regular workshops in the evening, parent association meetings, and they volunteer for different cultural events that take place throughout the year.

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Paste response to questions 1-4 here

1 Besides our parents' participation in the required committees, they also attend regular workshops in the evening, parent association meetings, and they volunteer for different cultural events that take place throughout the year.

2 Our school is partnered with Morris Heights Health Center, Regional Educational Technology Center at Fordham University, and the Bronx Institute at Lehman College.

3 At regular parent workshops and parent association meetings, parents are surveyed about their needs and future parent workshops and activities are developed based upon their responses. We do not only evaluate the needs of parents based upon surveys distributed by the Department of Education, but have created our own school surveys that focus on any concerns or issues that parents may have. In addition to surveys, we have an extensive outreach program. We ensure that each parent's individual needs are addressed.

4 Based on parent responses, we have been able to provide workshops dealing with internet safety, health awareness, proper nutrition, ESL classes, and once a year, we provide a financial aid walkthrough where parents of seniors complete financial aid forms for their child who will attend college.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										40	39	11	8	98
Intermediate(I)										36	48	38	37	159
Advanced (A)										13	12	23	15	63
Total	0	0	0	0	0	0	0	0	0	89	99	72	60	320

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										22	13	1	1
	I										14	61	27	22
	A										26	9	29	21
	P										20	11	18	11

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B										32	39	12	6
	I										36	44	39	34
	A										13	10	21	14
	P										1	1	3	1

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	82	0	26	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	113	0	28	0
Geometry	18	0	9	0
Algebra 2/Trigonometry	50	0	2	0
Math				
Biology				
Chemistry				
Earth Science	82	0	27	0
Living Environment	78	0	32	0
Physics				
Global History and Geography	160	0	25	0
US History and Government	79	0	22	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Paste response to questions 1-6 here

1 Upon registration, staff from New World High School (Principal, Guidance Counselors, ESL teachers) interview families to determine not only SIFE status, but also to understand the proficiency level of each student both in English and in their native language. The student is then given the LAB-R exam, and when appropriate, the Spanish LAB to test student literacy level in their native language. For non

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 World High School

School DBN: X513

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fausto Salazar	Principal		1/1/01
Hassan Tmimi	Assistant Principal		1/1/01
Miguel Vazquez	Parent Coordinator		1/1/01
Katie Donovan	ESL Teacher		1/1/01
Claudio Vasquez	Parent		1/1/01
Catrina Rocco	Teacher/Subject Area		1/1/01
Maria Simon	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Deyci Mejia	Guidance Counselor		1/1/01
Marge Struk	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: X513 **School Name:** New World High School

Cluster: 551 **Network:** Fordham PSO

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.

- a. Parent Interview - At the point of registration, staff interviews family to determine preferred language of communication
- b. Student registration forms - After interview, information is entered on forms to be entered into data collection system
- c. Student Biographical information (ATS) - Staff ensures that information is entered into ATS
- d. Parent-Student Survey - Information collected in the system will determine language needed for parent/student surveys. Staff ensures that parents receive survey in their preferred language
- e. Report Cards - Information in the system determines what language report cards will be generated in.

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

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

- 70% Of our school's population is of Hispanic origin
- 8% Of our school's population is of Arabic origin
- 2% Of our school's population is of European origin
- 5% Of our school's population is of Asian origin
- 12% Of our school's population is of African origin
- 3% Of our school's population is of other origin

Further analysis of this data indicates a great need for translation in four major languages, Spanish, Arabic, French, and Albanian.

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

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.

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

Translated materials provided by the DOE and Translation Services, and school staff. Among the staff in our school, we are able to provide translations in eight different languages including the four major languages of need.

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

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

Simultaneous translations provided at meetings, assemblies, and parent-teacher conferences. (Translations provided by teachers, administrators, parent support staff, and DOE translation services)

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

The school will and does fulfill Section VII of the Chancellor's Regulations A-663 in the following manner:

General information such as school policies, parent notification in terms of academics, attendance, and discipline are translated using the NYC DOE translation unit;

Parent Meetings/Workshops are conducted in English and Spanish with simultaneous translation to other languages as requested by parents;

Parent conference - Sequential translation is used;

In the General Office, we have posted information explaining the rights of parents and a detailed list of parents' rights are available and posted in different languages.

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 World High School	DBN: X513
Cluster Leader: Debra Maldonado	Network Leader: Marge Struk
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> *Other: Reduced Class Size
Total # of ELLs to be served: 320
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 22
of certified ESL/Bilingual teachers: 8
of content area teachers: 14

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: Based on Regents analysis and NYSESLAT results, we have determined a need to reduce class size to support our students especially in the area of literacy in the core subjects. The students to be served in this program range from tenth to eleventh grade ESL students who are struggling to meet the state standards as they relate to Regents exams. For this reason, we have reduced the number of students in the ESL classes (14 students in each class) . Stronger support will be given in the ESL classes as improvement in literacy skills will yield better results across all contents.

Our Regents results also indicate that students are struggling to meet requirements in Math and Science. Comparing the Regents results for the two subjects, data indicates that students are struggling more in Science and we have determined that students need more individualized interventions, therefore we have reduced class sizes (12 students).

The classes will meet every day for the entire school year. Instruction will be delivered by certified ESL teachers in English and a certified Science teacher trained in ESL methodologies with scaffolding activities to ensure mastery of concepts. Materials used in this program will include audio-visuals, publications, appropriate reading level books for differentiated instruction, activities, and assignments. The use of Discovery Education and Write-to-Learn resources will also be a part of the program.

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

Professional development activities involve formal and informal processes. Some activities include: intervisitation to other teachers' classrooms; sharing best practices informally and also during staff meetings; attending workshops outside the school and sharing what was learned at department and staff meetings; learning walks done at different times and observing specific practices; staff self-reflections to set goals for the year; case conferences to help staff do thorough examinations of student struggles and develop action plans; collection of data which is analyzed in an effort to assess students and also interventions; involved in action research activities; formal and informal observations in order for administration to continue to support staff as assessments of practices are made and techniques are

Part C: Professional Development

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

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

Begin description here: Upon interviewing the families, it is determined that families need to be informed about their rights as well as understanding the structures, resources, and potential obstacles in helping their child to succeed and obtain a high school diploma, as well as to prepare them for life after high school. For this reason, we schedule monthly workshops for parents to continue to develop strong relationships and to provide information needed, and to gather concerns and suggestions from parents.

Topics range from health and nutrition, internet safety, cyberbullying, how to read and understand school documents such as report cards and transcripts, how to apply for financial aide, and how to help their child make the best choices after high school.

Facilitators for these workshops include the principal, guidance counselors, teachers, and outside agencies such as Morris Heights Health Clinic, College representatives, etc..

Part D: Parental Engagement Activities

Parents are notified of meetings and workshops through newsletters, backpacked flyers, and telephone calls.

Part E: Budget

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

Allocation Amount: \$38576

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)		
Travel		
Other		
TOTAL		