



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** NEW WORLD HIGH SCHOOL

DBN : 11X513

PRINCIPAL: FAUSTO SALAZAR

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SUPERINTENDENT: **CARRON STAPLE**

### 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	
Jeff Briggs	*UFT Chapter Leader or Designee	
Alpha Diallo	*PA/PTA President or Designated Co-President	
Yusmery Paz	DC 37 Representative, if applicable	
Eduard Rodriguez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Elvis Aponte	Student	
	CBO Representative, if applicable	
Valerie Miano	Member/ UFT	
Lily Yan	Member/ UFT	
Mithat Gashi	Member/ CSA	
Hassan Tmimi	Member/ CSA	
Isabel Estevez	Member/ Parent	
Teofilo Ortiz	Member/ Parent	
Anica Torres	Member/ Parent	

Kelis Estevez	Member/ Parent	
Maria Valdera	Member/ Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

By August 2013, there will be at least a 3% increase in the Critical Lens Essay performance of 11th grade students (cohort 2014) on the ELA Regents Exam using last year's cohort as a baseline.

### **Comprehensive needs assessment**

We closely examined students' performance on the Critical Lens Essay (question 28) of the January 2012 ELA Regents. The average results of beginner, intermediate, and advanced ELLs (total of 155 students) was 3.007 out of 6. The average results in June, 2012 were 3.434. Students are having difficulties earning points on the literary element analysis and on the critical lens essay. Students need more practice to improve essay-writing skills.

### **Instructional strategies/activities**

- Teachers will examine the ELA curriculum from 9<sup>th</sup> -11<sup>th</sup> grade and integrate the critical lens essay writing skills in each unit of study.
- Increase the writing activities in the English classes. A weekly writing activity that will focus on specific essay writing skills.
- Students will develop skills to analyze their own writing. By analyzing their own writing, students will examine their thoughts and speech as well.
- Incorporate peer-editing and sharing. When students share their writing with other students, they become aware of their own language development.
- Incorporate literary text in class/homework assignments and assessments using the English Regents format to familiarize students with the essay format.
- Challenge students with more difficult critical lens quotes.
- Align units of study and lessons with the Common Core standards.
- English teachers will meet one period per week to collaboratively look at student work and to align lessons plans with the Common Core Standards.
- Provide professional development focusing on aligning units of study and implementation of Common Core Standards

### **Strategies to increase parental involvement**

- 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.

**Budget and resources alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

As a Title I school-wide program school, conceptual consolidation allows 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 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.

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.

**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**

To increase the Integrated Algebra Regents passing rate for ninth grade students by at least 5% by August 2013

**Comprehensive needs assessment**

Based on Regents results from June 2011 and June 2012 we have made the following observations:

June 2011 – The Integrated Algebra Passing rate for our 9<sup>th</sup> grade students after one year of instruction was: 12% (14 out 115)

June 2012- The Integrated Algebra Passing rate for our 9<sup>th</sup> grade students after one year of instruction was: 18.6% (25 out of 134)

Through an item analysis we've noticed that our students struggle to earn points on the short answer section of the exam, which prevents them from achieving proficient scores, and in many cases from actually passing the exam. Our analysis also indicated that the freshmen 2011 group earned an average of 23% of the points on the short answer section. This is due in part to their unfamiliarity with the content as well as the language requirement of the section. By the end of 2012 however, the same group was able to earn 43% of the points. We feel that the addition of a double period in 9<sup>th</sup> grade will improve the scores even more.

Since the majority of our incoming freshmen come with little knowledge of English as well as a lack of basic math skills, we have decided that our

goal for the next academic year (2012-2013) is to provide a double period of math instruction to all 9<sup>th</sup> grade students. This extra period per day will allow our teachers to present the mathematical content in depth, clarify any misconceptions and reinforce the content required to pass the Regents after one year. Our aim is to have them develop the skills and vocabulary to advance through Geometry and Algebra 2 by their third year. This will give them the opportunity to take AP Calculus or Pre- Calculus by their senior year.

#### **Instructional strategies/activities**

- Provide more instruction time (double period) for all ninth grade students so they can further learn and develop the mathematical concepts in depth. To utilize the calculator to answer short answer questions
- Provide time for teachers to meet during common planning time to review the curriculum maps, unit plans and lesson plans
- Align Instruction and assessment to the Common Core
- Provide time for teachers to meet one day per week to examine students' work collaboratively in order to narrow the gap between exemplary work as defined by teachers and the actual work submitted by students.
- Identify low performing students who will receive additional support during the school day as well as during after school AIS and Saturday Academy programs.
- Conduct Item Analyses on midterm/final examinations and mock Regent's examinations. The results of the item analyses will be used to further guide teachers to review the curriculum maps as well as improve lesson planning and instruction throughout the 2012-2013 school year.
- Incorporate language objectives in everyday lessons that emphasize reading, writing, or speaking skills. Discuss language objective successes during departmental meetings. Utilize the word wall to improve and identify frequently used vocabulary.

#### **Strategies to increase parental involvement**

- 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.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

As a Title I school-wide program school, conceptual consolidation allows 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 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.
- Introduce mathematics software that allows students to work at their level and own pace, and gives immediate feedback
- Castle Learning - math software that allows students to work at their own pace, gives immediate feedback, and allows reassessments
- Professional development focusing on implementation of Common Core Standards

### **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**

To increase the Chemistry Regents passing rate at least 5% by August 2013.

#### **Comprehensive needs assessment**

Based on the Regents results from June 2012, the Chemistry Regents Passing rate for our students after one year of instruction was: 45.5%. Through an item analysis we've noticed that our students struggle to earn points on the constructed response section of the exam, which prevents them from achieving proficient scores, and in many cases from actually passing the exam. We feel that a double period block that is heavily concentrated on hands-on lab activities will deepen the students' content understanding.

Our goal for the next academic year (2012-2013) is to increase the number of students taking the Chemistry Regents. We intend to provide double periods every other day. Students will participate in a minimum of one lab activity directly related to the day's lesson in order to strengthen their understanding of the content strand currently being investigated. This extra instructional time will allow our teachers to present the scientific content in depth, clarify any misconceptions, and create more student centered and inquiry based learning activities. Students will develop the needed skills, and vocabulary to be able to pass the Regents Exam after one year. This will allow the students to integrate the knowledge of chemistry for an easier transition at the college level.

#### **Instructional strategies/activities**

- Provide more instruction time (double period) for students so they can further learn and develop the chemistry concepts in depth.
- Utilize hands-on labs concurrently with the relevant unit of study to further understanding of the subject.
- Utilize an online eLearning software ( Blackboard Collaborative) to allow students to master the subject material at their own pace. It will be accessed for tutoring, homework review, and exam review purposes.
- Utilize a Pearson Chemistry textbook selected with a lens for the literacy capability of our ELLs.
- Utilize Boardworks Chemistry, a SmartBoard tool with built in capability to create Chemistry lesson plans, worksheets, and assessments.
- Provide time for teachers to meet during common planning time to review the curriculum maps, unit plans and collaborate on lesson plans.
- Align Instruction and assessment to the Common Core
- Provide mutual time for teachers to meet one day per week to examine student work collaboratively in order to narrow the gap between exemplary work as defined by teachers and the actual work submitted by students.
- Identify low performing students who will receive additional support during the school day as well as during after school AIS and Saturday Academy programs.
- Conduct Item Analyses on midterm/final examinations and mock Regent's examinations. The results of the item analyses will be used to further guide teachers to review the curriculum maps as well as improve lesson planning and instruction throughout the 2012-2013 school year.
- Incorporate language objectives in everyday lessons that emphasize reading, writing, or speaking skills. Discuss language objective successes during departmental meetings. Utilize the word wall to improve and identify frequently used vocabulary.

- Wizard TM (web based regents test prep database of regents questions used as tool for teachers to create assessments that are directly taken from previous regents exams.
- Engrade grading system to allow students to track their own progress and aid in self study scheduling.

**Strategies to increase parental involvement**

- 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.

**Budget and resources alignment**

- Indicate your school’s Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

As a Title I school-wide program school, conceptual consolidation allows 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 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**

By August 2013, student performance on the Multiple Choice section of the Global History and Geography Regents Exam will increase by at least 5%.

### **Comprehensive needs assessment**

The overall passing rate for the Global History and Geography Regents Exam increased 6% in June, 2012. The passing rates for beginner level tenth grade students in Global History and Geography Regents Exam was 5%, and for intermediate the passing rate was 18%. Advanced level tenth grade students had a passing rate of 48%. Based on the last three Global History and Geography Exams, students earn half the points on the multiple choice section of the exam (25 out of 50 questions). The acquisition and the application of academic language remains a major barrier for students who take the Global Regents Exam. The exam covers a two-year curriculum and is academically rigorous. Students who come to the United States and enter our school in 10th grade have missed content knowledge of Global History I and II, which makes up a significant portion of the exam. English proficiency is beginner level for the majority of our entering 9<sup>th</sup> and 10<sup>th</sup> grade students. Students have not developed the academic vocabulary necessary to be successful on the Global Regents exam. Students are still developing reading, writing and other social studies skills for the first two years, such as interpreting timelines, reading maps, identifying location, analyzing primary sources, cause and effect of outcomes.

### **Instructional strategies/activities**

- Instructional material will integrate more visuals, especially for beginner and low intermediate ELL level classes.
- Instructional planning will focus on developing students' decision-making skills, metacognitive skills (to monitor their own learning process and thinking). Students develop thinking skills by classifying, interpreting, analyzing, summarizing, synthesizing, evaluating, and applying information to new situations.
- Analyzing and interpreting various documents (poems, speech excerpts, maps, informational graphs, songs, quotes, timelines, political cartoons, action plans, posters, photographs).
- Incorporate multiple-choice questions in every unit of study.
- Scaffold content material according to students' proficiency levels while keeping instruction rigorous and maintaining the integrity of the curriculum. 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. Teachers will spend more time tapping into students' prior knowledge and giving formative assessments.
- All students in Global 3&4 will take an additional support class where they focus on reviewing content and skills from Global 1&2.

### **Strategies to increase parental involvement**

- 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

- Inform parents 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.

**Budget and resources alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

As a Title I school-wide program school, conceptual consolidation allows 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 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 #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **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.

#### **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,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<b>Regents prep classes, peer tutoring, Regents prep AIS, Extra literacy period, and Regents Saturday Academy.</b>	<b>Regents prep classes are offered after school and on Saturdays, peer tutoring during the school day, Regents prep AIS after school with a 1-5 teacher-student ratio, extra period of literacy as part of regular program, peer tutoring after school, and Regents Saturday Academy.</b>	<b>Services are provided during the school day, after school, and on Saturdays.</b>
Mathematics	<b>Regents prep classes, peer tutoring, team teaching, Extra period of Math for ninth grade students, Regents prep AIS, and Regents Saturday Academy.</b>	<b>Regents prep classes are offered after school and on Saturdays, peer tutoring during the school day, team teaching with one ESL and one Math teacher, extra period of Math for ninth graders as part of regular program, Regents prep AIS after school with a 1-5 teacher-student ratio, peer tutoring after school, and Regents Saturday Academy.</b>	<b>Services are provided during the school day, after school, and on Saturdays.</b>
Science	<b>Regents prep classes, peer tutoring, team teaching, extra period of Living Environment for ninth grade, extra period of Earth Science for eleventh grade,</b>	<b>Regents prep classes are offered after school and on Saturdays, peer tutoring during the school day, extra periods of Sciences during the school day, team teaching with one ESL</b>	<b>Services are provided during the school day, after school, and on Saturdays.</b>

	<b>extra period of Chemistry for twelfth grade, Regents prep AIS, and Regents Saturday Academy.</b>	<b>and one Science teacher, Regents prep AIS after school with a 1-5 teacher-student ratio, peer tutoring after school, and Regents Saturday Academy.</b>	
Social Studies	<b>Regents prep classes, peer tutoring, extra period of Global Studies twice a week, team teaching, Regents prep AIS, and Regents Saturday Academy.</b>	<b>Regents prep classes are offered after school and on Saturdays, peer tutoring during the school day, extra Global Studies classes during the school day, team teaching with one ESL and one Social Studies teacher, Regents prep AIS after school with a 1-5 teacher-student ratio, peer tutoring after school, and Regents Saturday Academy.</b>	<b>Services are provided during the school day, after school, and on Saturdays.</b>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<b>Counseling, peer mediation, student/teacher mediation, parent meetings, student case conferences, classroom guidance lessons, graduation checklists, parent workshops, facilitate guest speakers, progress reports and community/agency referrals</b>	<b>One-one, small group, whole class, presentations, and meetings.</b>	<b>All services are delivered during the school day or after school.</b>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff attend hiring fairs to identify and recruit highly qualified teachers in all subject areas;
- The Principal's secretary works closely with the Fordham PSO HR point person to ensure that non-highly qualified teachers have met all requirements;
- Mentors are assigned to support newly hired teachers;
- Staff members attend workshops appropriate to subject and ESL methodologies;
- The professional development committee team comprised of administrators, one member of each department, and a counselor have organized learning walks throughout the year, conduct data analysis, identify and prioritize areas of professional development, and ensure that it is aligned with the needs of the students;
- Administrators provide a professional development program for all teachers on Common Core standards during the first two professional development days in September and throughout the year. Teachers meet in teams to design units aligned with Common Core Standards and we also arrange for instructional specialists to work with teachers on aligning unit plans;
- Professional development sessions focused on sharing specific strategies and materials such as unit plans, lessons, objectives, essential questions, handouts and other resources. Teachers of each department, in collaborative teams, work together to exchange ideas and strategies for teaching and assessing students;
- Classroom Action Research enables each teacher in the school to work on a meaningful research question. Through this process teachers challenge their own assumptions and beliefs about specific strategies on teaching and learning.
- The teacher inter-visitation schedule allows different teachers to rotate visiting each other's classes. The visitations are followed up on the same day with a debriefing which includes an administrator, the teacher being observed, the visiting teachers, and curriculum specialist;
- All teachers participate in the internal quality review program during the school year. Teams of teachers conduct quality reviews of each department. They visit classrooms to examine teaching and learning in action. They interview teachers and students. The quality review teams provide a list of recommendations to each department that they review;
- Teachers meet during common planning time sessions;
- A series of in-house professional development sessions for all teachers in the school include:
  - Unit Planning using backward design with differentiated instruction
  - Rigor and Depth of knowledge in the four major core subject areas
  - SIOP
  - ATLAS Curriculum Mapping
  - Common Core implication for ELL's in all subject areas
  - In-house tutor training program
  - Technology seminars to learn how to use technology in the classroom (Smart Board)
  - Achieve 3000
  - Physical Best workshop ( DOE)
  - New Teacher Institute
  - SIOP Virtual Institute
  - Boardworks
  - ARIS
  - SESIS
  - RTI

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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  
2012-13**

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 <b>Debra Maldonado/Marge Struk</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>513</b>
School Name <b>New World High School</b>			

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

Principal <b>Fausto Salazar</b>	Assistant Principal <b>Mithat Gashi, Hassan Tmimi</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Ediris Marmolejos</b>	Guidance Counselor <b>Deyci Rodriguez, Katie Kamanga</b>
Teacher/Subject Area <b>Maria Simon/ESL</b>	Parent <b>Alpha Diallo</b>
Teacher/Subject Area <b>Lily Yan/Math</b>	Parent Coordinator <b>Miguel Vazquez</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader <b>Marge Struk</b>	Other <b>N/A</b>

### 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	<b>9</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>412</b>	Total Number of ELLs	<b>327</b>	ELLs as share of total student population (%)	<b>79.37%</b>
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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. Ediris Marmolejos, along with Ms. Julie Kim (licensed Social Studies and ESL teacher), trained by the Department of Education, conduct 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. Montalbano, T. Farrell, M. Mahoney, D. Tackett, S. Patten, 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 Rodriguez 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 related to our specific program or about any of the others that are offered

At New World H.S., we stress the importance of parent participation and suggestions. After meeting with the parents, and reviewing surveys, most 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 parents (407 ) request an ESL freestanding program. Only 1 parent chose Dual Language, and 4 parents chose bilingual. Completed parent choice letters are filed, along with all necessary documents, in the students' permanent record folders.

6 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Self-Contained										5	5	3	3	16
Push-In														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	5	3	3	16

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	327	Newcomers (ELLs receiving service 0-3 years)	288	Special Education	6
SIFE	100	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	288	91	4	30	8	1	9	1	1	327
<b>Total</b>	<b>288</b>	<b>91</b>	<b>4</b>	<b>30</b>	<b>8</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>327</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

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

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										86	72	46	35	239
Chinese														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
Russian														0
Bengali										2	5	0	3	10
Urdu										1	0	1	0	2
Arabic										20	8	4	2	34
Haitian														0
French										3	5	4	7	19
Korean														0
Punjabi														0
Polish														0
Albanian											1	2		3
Other										4	5	8	3	20
<b>TOTAL</b>	<b>0</b>	<b>116</b>	<b>96</b>	<b>65</b>	<b>50</b>	<b>327</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.  
 a 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

## A. Programming and Scheduling Information

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 Boardworks, among others.

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

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

2

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

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

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

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

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 meaningful experiences that the students can relate to. We also provide an on-line tutoring program that enables students to log on from home and interact with staff in their native language.

b LAB-R, NYSESLAT, and teacher input are used to address the needs of our newly arrived students. Newcomers to our school who 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 support on a needs basis. Newly arrived students participate in all school activities during the day and during extended school day. Our program is tailored to meet the language instruction needs, as well as the academic and social needs of our students who are adjusting to a new society and a new environment. The curriculum we have developed, and the school culture support the specific needs of students at different proficiency levels. The students are grouped according to their English proficiency level not only in their ESL classes, but in all subject classes. Subject teachers tailor lessons and strategies in their perspective content areas to address specific student needs, while providing them with content instruction that will enable them to meet the New York State Learning standards appropriate to their specific grade levels. All students also take an Advisory course where they receive instruction in life skills and additional social and academic support from a teacher who follows their academic progress.

Beyond the classroom, we have several mechanisms in place designed to allow us to prepare this student population to pass the New York State Regents exams, and to meet and surpass the ELA standards. We offer after-school tutoring, peer tutoring, and Saturday enrichment classes to further support our newcomer students. This year we are also using Blackboard Collaborative to offer on-line tutoring.

c ELLs receiving service 4 to 6 years are of special concern to us. Our teachers examine the performance of all students on the NYSESLAT and modify instruction to provide additional support in the areas in which they need more assistance. Instructional planning and delivery focuses on strengthening reading, writing, listening and speaking across the content areas. Teachers differentiate instruction according to the specific needs of the individual learner. Learning activities in the different subject areas include reading, writing, speaking listening, pronunciation, vocabulary, grammar and discourse. The learning activities are developed to engage students in higher order thinking such as analyzing, reasoning, synthesizing, evaluation information and applying knowledge to real life problems. Besides their regular programs, students are provided with small group after-school tutoring, and Saturday enrichment and literacy classes.

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

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

6. All of our ELL/SWD students are placed in mainstream classes. Students have the assistance of IEP Paraprofessionals, and certified Special Education teachers, and all students are in resource room run by licensed Special Education and content area teachers. Students are given the accommodations specified in their IEP and counselors monitor their progress and provide individual counseling. Teachers of these students are given information about each of the students concerning strengths, limitations, necessary accommodations, and long term plans. Common planning time is used for Special Education and content area teachers to co-plan lessons and to review student work. Based upon this information, teachers make modifications to instruction and assessment. Modifications to instruction may include special grouping, scaffolding, extra time to complete tasks, specified seating, etc..

## A. Programming and Scheduling Information

In terms of materials, teachers are required to give students access to different Reading levels of the same textbook material. Also, teachers use Achieve 3000 to help students access topics studied through Reading. The use of Discovery Education and Brain Pop enables students to gain understanding of concepts through a more audio-visual approach.

The use of Gizmos and PASCO Learning equipment enables students to understand by using a more hands-on, problem solving approach.

In terms of assessment, all staff follow IEP accommodations as they pertain to school developed materials and standardized tests.

7. As explained in answer #6, curricular and instructional flexibility are based upon student assessment and needs.

In terms of scheduling, we also offer after-school tutoring, and Regents prep classes to help students master the skills that could not be acquired during regular classes. We also provide academic support every Saturday for both group and individual tutoring sessions.

### Courses Taught in Languages Other than English ⓘ

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

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

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

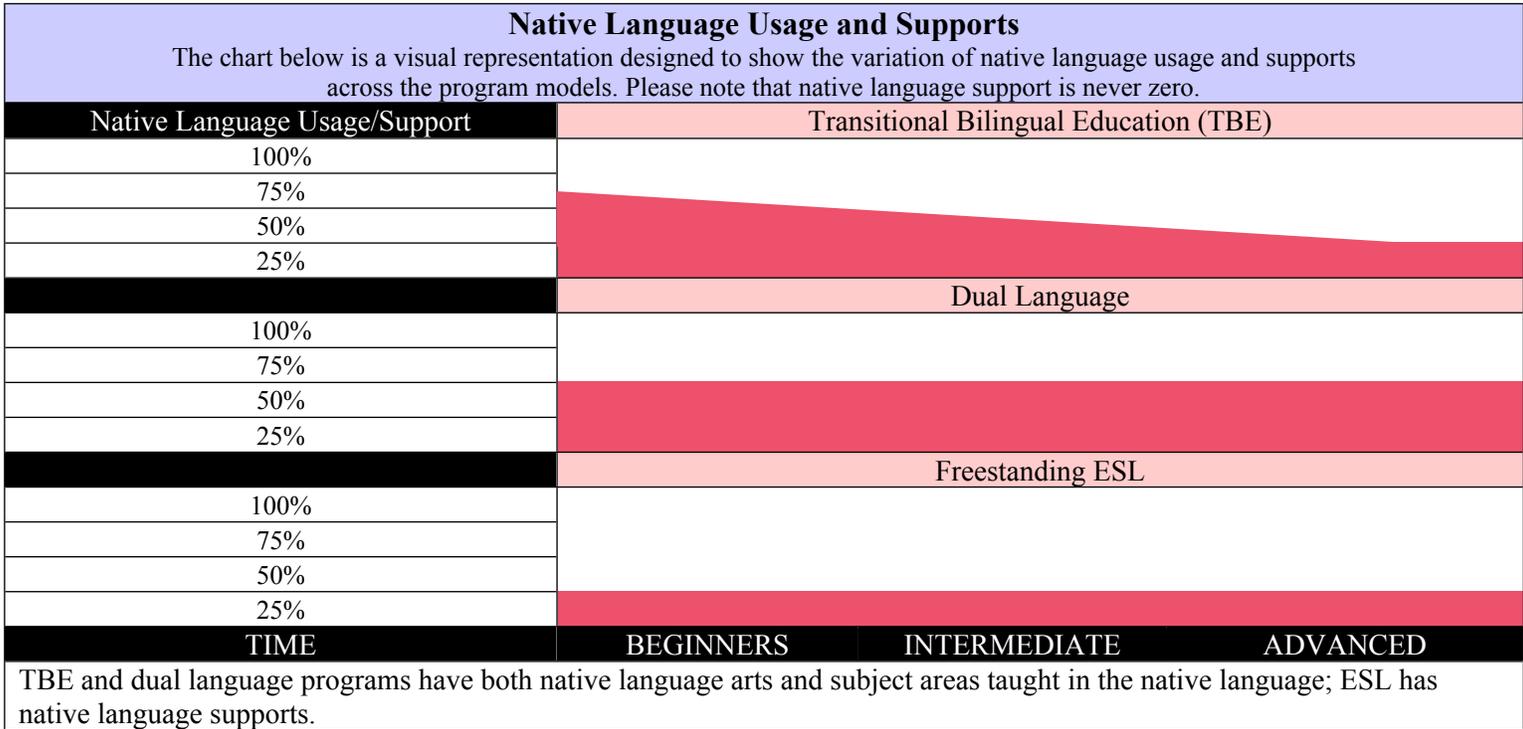
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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 after school and on Saturdays, in-class peer tutoring, additional classes in Math, English literacy, the Sciences, and Global Studies, 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.

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

10. We will continue to develop our existing program with a focus on long-term ELLs and SIFE students. In addition, we are implementing an on-line tutoring program to further support our struggling students.

11. None of our programs/services will be discontinued

12. ELLs are afforded equal access to all school programs not only because of a highly qualified staff, but also due to the partnerships that we have established with outside organizations and institutions of higher learning. With the help of the Office of ELLs, we have been able to expand our support system to include all content areas. This support system 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 11 different languages (Spanish, Arabic, French, Albanian, Urdu, Bengali, Dutch, Korean, Italian, Chinese, and German) and can provide assistance individually or in groups. We also have peer tutoring where students are grouped according to native language and additional support is given by other students who speak the same language. Our school population consists of students who speak more than twenty different languages with the main sub-groups being Spanish, Arabic, French and Albanian. During AIS, staff members work with students on a one to one basis. The on-line tutoring program is also conducted in individual native languages.

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

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

17. We offer advanced placement in French and Spanish.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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, Achieve 3000, differentiating instruction, PASCO, Boardworks, classroom action research, ATLAS, Common Core, RTI, IEP Writing, Co-teaching, Blackboard Collaborating, 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, NYC RBE-RN, Lehman College, and Fordham University. The content of these training sessions is preparedness and strengthening of strategies to support ESL students both inside and out of the classroom environment. Attendance is taken at each professional development workshop, and binders are developed by teachers in each subject area.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1 In addition to 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, Lehman College, the Bronx Institute at Lehman College, YPI, NY Cares, and Pencil.

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)										43	21	8	1	73
Intermediate(I)										44	53	46	25	168
Advanced (A)										23	22	11	21	77
Total	0	0	0	0	0	0	0	0	0	110	96	65	47	318

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										47	41	38	22
	I										44	45	23	23
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										56	66	51	28

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>										35	20	10	17
	<b>A</b>										0	0	0	0
	<b>P</b>										0	0	0	0

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	228		93	
Integrated Algebra	198	114	88	44

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry	58	0	34	0
Algebra 2/Trigonometry	17	0	2	0
Math				
Biology				
Chemistry	11	0	3	0
Earth Science	70	28	36	20
Living Environment	129	15	69	6
Physics				
Global History and Geography	271	25	63	3
US History and Government	154	8	49	1
Foreign Language	0	189	0	168
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

**Reading:** Classroom activities enable students to perform different reading exercises such as silent reading, group reading etc..and we teach students the techniques necessary to read and comprehend. Some of the methods used include underlining key words in directions, in questions, and in reading passages. Students are also directed to take notes in the margins, and to look into questions to analyze what exactly the question is asking for. Achieve 3000 is also used to analyze proficiency levels.

**Writing:** In every subject area, we include writing activities in homework assignments, in class, and on exams. Dependent upon the level, activities include writing short answers or writing five paragraph essays. We emphasize the importance of students reviewing their writing to check questions/instructions to ensure that the task has been accomplished. Projects include interdisciplinary activities which lead to writing products such as brochures, essays, power-point presentations, poems, etc.. We will also be using the Write to Learn program to help students improve their writing abilities through differentiated instant feedback.

- a At the lower ninth and tenth grade levels, students do better on native language assessment, and at a higher level, students in grades 11 and 12, improve performance in English language assessments.
- b As detailed above in answer B. 2, instruction is modified to meet the needs of the students
- c The periodic assessment exam given in New York public schools is the ACUITY exam which is given for English and Mathematics. Since we are an all ESL school, these periodic assessments are not as helpful, therefore, we rely more on Regents and mock Regents exams taken by our students. Based on thorough data analysis, we find that focus needs to be placed on vocabulary development, reading comprehension, essay writing, and multiple section questions on Mathematics exams.
- 5 N/A
- 6 Based on our Progress Report, (we received an A), we are a school in the category of "In Good Standing" in the state; our four year graduation rate is 76%, which is above the city average, and our attendance rate continues to be over 92%. Based on these results, and the fact that we are an all ELL school, we can evidently say that the program has been successful. In terms of college readiness, we are ranked above our peer group in the program. Overall, we are ranked in the 95<sup>th</sup> percentile of all schools in the city.

### 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.

## Part VI: LAP Assurances

**School Name:** New World HS

**School DBN:** 11X513

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
Ediris Marmolejos	ESL Teacher		1/1/01
Alpha Diallo	Parent		1/1/01
Maria Simon/ESL	Teacher/Subject Area		1/1/01
Lily Yan/Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01

**School Name: New World HS**

**School DBN: 11X513**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
Deyci Rodriguez	Guidance Counselor		1/1/01
Marge Struk	Network Leader		1/1/01
	Other		1/1/01

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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**

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

- a. 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**

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

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

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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: New World H.S.	DBN: 11X513
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Literacy Support
Total # of ELLs to be served: 189
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 25
# of certified ESL/Bilingual teachers: 9
# of content area teachers: 16

### 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 offer extra support to 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 are offering additional literacy classes with emphasis on writing techniques as students prepare to take the State exams.

Students are programmed to receive instruction that is above and beyond the mandated ESL required minutes. These classes will meet every day for the entire school year. Instruction will be delivered in English by certified ESL teachers. ESL methodologies with scaffolding activities will be used 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 Achieve 3000 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

developed; mentoring is offered to new teachers as they begin their career; buddy teachers volunteer to work with new teachers in order to share experiences.

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

During the summer, staff members get to meet some of the students coming from middle school as they attend our summer program which includes instructional and recreational activities . Workshops are provided to all staff members teachig ninth grade students to review student requirements and expectations for the next four years, and assemblies are organized to reinforce these expectations. Teachers meet with counselors 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.

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, Lehman College, and Fordham University. The content of these training sessions is preparedness and strengthening of strategies to support ESL students both inside and out of the classroom environmen, and common core implementation training. Attendance is taken at each professional development workshop, and binders are developed by teachers in each subject area.

### 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, suicide signs and prevention, 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

**Part D: Parental Engagement Activities**

agencies such as Morris Heights Health Clinic, College representatives, etc..

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: \$

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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		