



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NEW DESIGN HIGH SCHOOL

DBN (i.e. 01M001): 02M543

Principal: DR. SCOTT CONTI

Principal Email: SCONTI@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: DEREK JONES

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Increase Regents Pass Rates for 10th Graders

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.

Global Regents pass rates are low with an average score of 59 and a pass rate of 44% for the 2012-2013 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implementing a 10th grade Design for Life course for all students that focuses on teaching students the academic skills and content needed to be successful on the Regents.

B. Key personnel and other resources used to implement each strategy/activity

1. 10th Grade Design for Life teacher.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 10th grade course pass rate, practice Regents examination and Regents pass rates will be compared with the 2012-2013 school year.

D. Timeline for implementation and completion including start and end dates

1. Planning for course will begin in August, 2013 with the course ending in June, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The program will be designed based on aspects of the AVID program as well as Big Picture Schools.

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).

10th grade students will receive coaching from 10th grade AM Forum teachers who will be holding one Student Led Conference this spring with their coaches parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Annual Goal #2

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

Increase the school's attendance percentage trending toward 90%.

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.

2012-2013 Attendance Rate was 81.9% which placed New Design in the 22% in their report card peer group and 26.4% in all New York City schools.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1. Attendance Tracker created in partnership with New Visions to identify attendance trends. AM Forum teachers will be expected to contact families weekly when students drop below 92% over a 20 day period.
B. Key personnel and other resources used to implement each strategy/activity
1. New Design Technology Committee, New Visions Staff, Danilo Martinez AP and Attendance Teacher Michael Casiano.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Students below 92% attendance over a 20 day period will be targeted.
D. Timeline for implementation and completion including start and end dates
1. The tracker will be piloted 1 st Quarter, refined 2 nd quarter and full implementation will begin February.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. AM Forum Staff Development.

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).
AM Forum teachers will be reaching out each time students are below 92% attendance over a 20 day period.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Increase course pass rates for each department trending toward 90% while also instituting Mastery based learning principles via the school's milestones.

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.
Percentage of students earning 10+ credits dropped significantly across all grade 9, 10 and 11, as well as for students in the lowest third, due to implementation of higher standards via milestones across courses. For the 2012-2013 school year, the percentage of students earning credits in 9 th (36.5%), 10 th (46.7%) and 11 th (49.7%) as measured against our report card peer groups need to be improved to back toward 2011-2012 levels 9 th (89.9%), 10 th (91.3%) and 11 th (90.3%).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Focus will be on supporting students develop the academic and character skills needed to be successful in courses.
B. Key personnel and other resources used to implement each strategy/activity
1. Design for Life teachers. 10 th grade Coaching Staff. AM Forum Teachers. Grade Level Team Staff.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Targeting 90% course pass rates by quarter by academic department.
D. Timeline for implementation and completion including start and end dates
1. September 15 th , 2013 to June 26 th , 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Expansion of coaching program to include 75% of 9thgraders. Weekly grade level team meeting that focus on kid talk. Implementation of 10 th and 12 th grade Design for Life classes. Improved supervision of AM Forum teachers. Expansion of the Youth Development Committee. Creation of tech tools with capacity to inform staff of

student weekly progress in grades and attendance. Quarterly Credit Amelioration Days

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).

Rebuilding the website to include instructional videos to lets parents know the mechanics of how school works and the process it takes.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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

Annual Goal #4

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

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Literacy Development	Small Group and one-on-one.	Mondays and Fridays during school
Mathematics	Algebra 0/1, 1/2, 2/3, 4/5	Peer to Peer Tutoring	Monday through Friday during school
Science	Science Modules Differentiated	Individual	Monday through Friday during school
Social Studies	Design for Life	Whole Class	Monday through Friday during school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Gender Differentiated Counseling and Activities Coaching of Students Student Case Management	One-to-one, small group, peer tutoring	After School, During School, Lunch

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.		
School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Offering PODS, Beehives and content level professional development to all teachers based on performance on Danielson Rubric.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Extensive planning professional development for all staff once every three weeks.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school's Youth Development Committee oversee all coordination and integration of all support services.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 2	Borough Manhattan	School Number 543
School Name New Design High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Scott Conti	Assistant Principal Marina Galazidis
Coach Jodi Polleck	Coach Marina Galazidis
ESL Teacher Darren Chase	Guidance Counselor Danilo Martinez
Teacher/Subject Area Mike Richmon, ELA	Parent Sissy Silva
Teacher/Subject Area	Parent Coordinator Lara Tucker
Related Service Provider Jocelyn Cohen	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	430	Total number of ELLs	23	ELLs as share of total student population (%)	5.35%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										1	1	1		3
Push-In													1	1
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	6

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2			13			61			76
Total	2	0	0	13	0	0	61	0	0	76

Number of ELLs who have an alternate placement paraprofessional: 1

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
Korean														0
Arabic														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-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										7	2	3	3	15
Chinese										1	3	1		5
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	10	6	4	3	23

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										4	2	3	2	11
Advanced (A)										6	4	1	2	13
Total	0	0	0	0	0	0	0	0	0	10	6	4	4	24

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

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 (SWD)					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 (SWD)									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 (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

When students first come to NDHS, we administer initial assessments in each content area. On the English preliminary assessment, there is also a questionnaire in which students are asked about their experiences with school, including their comfort level in writing/reading vs speaking/listening in their first or home language. This year we learned that out of four Intermediate Chinese-speaking ELLs, only two had academic proficiency in written/read Chinese. This informed instruction in content classes because glossaries and online translation were not effective for these students unless the vocabulary was spoken. Different groupings were devised to facilitate interaction between speaking/listening proficient students and writing/reading proficient students.

We also learned that a newly admitted student from Ghana had no formal language instruction or written language proficiency in his five home languages. Therefore, vocabulary instruction was paired with spelling rules and syntax development in English class and flexible scheduling is used to supplement his ELA instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In general, our students scored higher in speaking and listening than they did on reading and writing. Broken down further, the data show that almost all students are more proficient writers than readers.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

ESL instruction will increase focus on reading strategies and comprehension skills, using the invaluable resource offered by the literacy coach, Jody Polleck, to supplement ELL instruction with targeted intervention groups that are small and grouped by lexile level. Last year, we prioritized writing skills, offering a supplementary writing class for ELLs and students at risk of failing the ELA Regents. This proved successful in Regents scores for the written section of the test that did not relate to text, however the written responses that required reading comprehension were not improved.

4. For each program, answer the following:
 - a. 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?

Students scored higher in math and science when using translations and glossaries, but not in global or US history. This shows us both that students have more background information and previous schooling in these content areas and that vocabulary and content instruction in these areas is more easily and effectively implemented than in the social sciences. Efforts are being made to align vocabulary strategies in the social sciences to those used in science. A new course is offered this year to supplement 10th grade global skills for ELLs, using reteaching and extension activities as well as vocabulary capture methods to increase comprehension and retention. For our advanced Spanish-speaking students who benefit from grammar translation, we offer bilingual grammar translation strategies in Spanish. For our intermediate Chinese speakers, we offer online translation and translated novels for the reading-proficient and summaries and simplified text and audio dictionaries for the orally-proficient. A Chinese-speaking paraprofessional accompanies speaking/listening-proficient Chinese speakers in Living Environment and Global classes to translate orally.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

ESL students will be given the LAB-R tests initially (if they are newcomers) and the NYSESLAT at the end of the year as well as interim assessments. All students at New Design are also tested in the first two weeks of school to determine math and literacy levels. The math department administers a Math Qualifying Exam and the support department administers the SRI, the Scholastic Reading Inventory. They are then retested three times during the year with Scholastic Aptitude Test software to monitor progress in reading. Additionally, each department administers a Milestone Exam, our school's unique, assessment alternative that provides vital data on content knowledge and academic skills. The ESL teacher administers this test with the social studies and English departments, gaining valuable information from students' scores on the modality categories of 1.) Argument, 2.) Evidence 3.)

Analysis and 4.) Voice. Our assessments are differentiated for ELL students because often they receive proficient scores in the first three writing modalities even if their scores for "Voice" are emergent or poor because of language. These assessments are not only for the teachers' information, but are also a teaching tool, as students review their performance on the rubric four times a year, giving them measurable feedback over time and saving their work in their Online Portfolio for review over time.

This year ARIS supplements our NDHS Data Tool which measures current grades, skills assessments and previous academic history and is available to every teacher. Additionally, all teachers are shared on a support department "Testing Modifications, IEP and ELL Strategies Spreadsheet" that has individualized plans for each student in the school, including current grades, Regents information and home outreach information. All teachers are required to update each student's data fields in the program, so that numerical data are combined with informal observations. This information allows us to see how students are performing across content areas and adjust intervention strategies and school support.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Translated versions of almost all ELA Department novels are offered. Students use native language silent reading materials during SSR.
7. 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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Of the ELLs who have been with us for four years, many passed out of TESOL services at the end of their 11th grade year. Additionally, ELA Regents scores for ELL students exhibited a strong upward pass-rate curve during 11th and 12th grade, for both ELL students and ELL/IEP students.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
English language learners at New Design High School are determined as per ELL memorandum #1, using LAB, NYSESLAT and Home Language Survey information. All students at New Design are also tested in the first two months of school to determine math and literacy levels by a school-specific initial assessment and online assessment programs. Additionally, the ESL teacher, Darren Chase, reviews test histories, ATS geographical reports, ARIS, skedula.com and teacher observations to determine the language needs of undesignated students as well as "former ELLs." After designation, the students are part of general education classes with extra blocks for ELL instruction or receive ESL instruction via the pull-out model or, if beginning level, in separate classes that mirror the academic courses.
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.
After filling out the Home Language Form, all parents of English language learners are briefed concerning their rights to bilingual and ESL services. Letters are sent out to parents and parents are requested to mail back the bottom half of the letter with their choice as to ESL services or bilingual transitional programs. Often this information is confusing, so parents are called to relay the information in Spanish and Chinese. During parent/teacher conferences, the ESL teacher schedules Individualized Plan meetings with parents to discuss the needs of their children. We also have copies of the form available at parent teacher conferences and

can email it if parents sign up in our juiprtergrades.com interactive reporting system. If twenty parents elect a bilingual program, we are prepared to start one, however this has never been the case. In the few instances where bilingual education was deemed essential, we have facilitated successful school transfers. Whenever possible, all bulletins and parent letters are provided in Spanish. This year we added Bengali and Korean to our bulletins, using templates provided online. We also have two staff members who are fluent in both Chinese dialects, as well as Fugeonese. During parent/teacher conferences, the parents meet with the ESL teacher and translators.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
The ESL teacher maintains records of all correspondence and updates parent choice in ATS.
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.
Please see above.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered over four days, with a full two weeks of make-up for students who missed sections. In an effort to minimize classroom disruption and loss of instructional time, the ESL teacher administers the subtests to different groups over more than one week, so that students with disabilities can receive their mandated testing modifications.
6. 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.) 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. 
Mostly, parents have responded that they prefer freestanding ESL classes over bilingual.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

We have a block "ELL cohort" class for 9th grade, heterogeneous grouping for 10th grade and 11th grade ELL classes. The advanced/former ELL 12th graders receive push-in and pull-out.

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)?

Again this year we have a large number of incoming 9th grade ELLs. For this reason, they have been grouped into an ELA class that meets twice the required hours as a normal 9th grade English class, so students receive four ELA credits instead of two. During the extra instructional time, the ESL teacher works with ELLs on language reinforcement, with differentiation of the core class content for different proficiency levels within the classroom and in a separate location. The class is co-taught with an ELA teacher who is well-versed in ELL methodologies. For students whose IEP mandates a self-contained class, they are scheduled at different times, so the ESL teacher can support the small ELA classes with pull-out and push-in.

This year we also have free-standing ELL classes in 10th and 11th grade to address the academic needs of our middle classpeople. 12th graders receive push-in/pull-out support.

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 foster language development and meet the demands of the Common Core Learning Standards.

The curriculum for 9th grade ELL classes is the same as mainstream classes, however, the novels are offered in translated versions. Where translations are not available, graphic novel versions or low-level summaries are provided. Students complete all the same Milestones as their mainstream peers, however, their mode of response differs. For instance, for beginning ELLs, event summary and character analysis is substituted for analytical paragraphs. Intermediate ELLs write analytical paragraphs with the support of quote banks, graphic organizers, books on tape, film clips and sentence starters. Advanced ELLs use targeted academic vocabulary, extra revision guides, online translations and peer editing.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish speakers may respond in their native language for some assignments. The Chinese-speaking paraprofessional provides oral and written support to speakers of Mandarin and Fugeonese.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Except for beginning students who may be in the "receptive stage" of language learning, all classes at NDHS involve students in Socratic Seminar, a structured, peer-guided discussion. ELA teachers are careful to involve many listening and reading strategies in their curricula, moving from teacher-led reading in the beginning of the year, to shared reading, group reading, readers' theater and finally ending with student plays. Notetaking and listening activities are provided across the content areas and formal, informal and creative writing techniques are employed.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Of the ELLs, one is classified as a SIFE student. When SIFE students are present, they are scheduled into a supplementary "Skills" class taught by the ESL teacher. He uses low-level, high interest stories, videos, projects and debates to make up academic skills from interrupted education. Special attention is placed on incremental language building, using Just Words and Whimby exercises.

Newcomers are scheduled into an ELL cohort English class with an extra block of instruction for ELL pull-out. If their English level is low-beginning, they are pulled-out more. A separate beginning class can be added to the schedule during this time if there are many new beginning students in a given year.

ELLs 4-6 years are scheduled into a "Design For Life" class that is co-taught and supplements science, math and social science curricula. DFL classes offer language-specific activities and vocabulary enrichment in the content areas and build vocabulary and schema around the Life Skills of making good choices, goal-setting, planning and prioritizing.

Long-term ELLs, whenever possible, are scheduled into "Skills Seminar" class, where they work on both skills and ELA content. This class is also co-taught.

7. 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?

ELL-SWDs are taught with attention to multiple intelligences and processing ability. If there is an overlap of language and processing issues, individual educational plans are used to differentiate instruction, at times employing station work, extension activities, visual learning, different modes of response. Testing modifications and learning modifications (use of computer to record etc) are observed.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Design For Life and Seminar classes are flexibly grouped and scheduled. Changes are made throughout the year to best accommodate students. Skills classes can be heterogeneous if needed.

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

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

	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- We now have Design For Life class for all 10th graders and some 11th graders. One section of each is devoted to an ELL cohort. All sections provide academic intervention in math, social science and science. We also have small group intervention through the Expanded Success Initiative and Sisterhood foundations. Our school-wide coaching program assigns a caseload of four students to each teacher for one-on-one weekly academic and character-development support. NYU tutors and interns supplement our small staff and reinforce content in small groups.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is content-heavy. Because of limited scheduling hours, vocabulary and language is learned through the content areas except for two ESL classes. We are changing this with our new Design For Life curriculum, making language targets more related to day-to-day life issues like relationships, habits and choices.
11. What new programs or improvements will be considered for the upcoming school year?
- We are expanding the 10th and 12th grade Design for Life class (which reinforces content and builds language and study skills) to the 9th and 11th grades. This way, students will receive content-specific language building, plus character-development/real life ESL language activities in every grade. If new ELLs come in we can change one or two sections to freestanding beginning ESL classes.
12. What programs/services for ELLs will be discontinued and why?
- Seminar class will be discontinued. It will continue in the form of Design For Life classes in every grade.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our "Office Hours" model has been very successful. Data show that after-school extended day attendance goes up every year. Every teacher has two after-school days available from 3-4:00 for small group study and one-on-one review.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our science department, history department and English department use memrise.com for vocabulary capture and review, lingro.com for translation and rewordify.com for modifying texts. The librarian obtains translated versions of all standard novels. GoogleDocs is our school-wide system and teacher dashboard is used in conjunction with student work on googleDocs. New Visions has created several programs for our internal processes, including the Student Portfolio site, the Design For Life site. New Visions provides support with vocabulary blogs. Urban Arts provides support for video and music projects.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The literacy coach and librarian have a wealth of Spanish language resources at their disposal and are always improving their native language materials, including audio materials and CD-ROMS. Working with the literacy coach, the ESL teacher is acquiring more high-interest, low-level materials such as class sets of Penguin readers. Each classroom has a leveled library.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Jody Polleck, the literacy coach, curates the independent reading libraries of each classroom and works with the librarian to make sure that a developmental view is applied to reading resources.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New ELLs attend orientation in the spring the year before entry and then again the week before school. Newly enrolled ELLs have access to manga versions of class novels, online summaries and native language translations. They are carefully scheduled into advisory periods (AM Forum) so they have a supportive atmosphere which lowers their affective filters, better enabling language acquisition. Whenever possible, coaching is available in their native language (only Spanish is available).
18. What language electives are offered to ELLs?
- ELLs can elect to take Spanish. Because they require ELL classes in their schedules, they take foreign language later in their school careers, in eleventh or twelfth grade.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

We have improved instruction for ELL students through professional development workshops that sensitize the staff to the needs of English language learners. This year the ESL teacher is working exclusively with the English and science departments to facilitate long-term planning goals which include language targets, reading strategies and vocabulary-building specific to the needs of ELLs. The ESL teacher has attended four professional development sessions last year on STEM strategies for math and science, as well as SWD/ELL overlap and differentiation strategies. School-wide initiatives are being implemented to aid teachers in scaffolding instruction for ELLs. In October and February, all teachers rotate through an "ELL Professional Development Pod" where they are briefed on the Language Allocation Policy and given samples of beginning, intermediate and advanced student work, teaching strategies and multicultural education, as well as the major theories of language acquisition.

D. Parental Involvement

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

Our new data tools allow for easier access to parent contact information. All teachers are required to call home once every two weeks to keep parents informed of progress and challenges of their small group of 10-15 advisory students. Parents are able to log into their students' accounts on jupitergrades.com and the program automatically send emails to teachers, parents and administrators when a student is at risk. Home visits are carried out for non-responsible caregivers. For families without computer access, phone calls are made to discuss ESL services with parents. Every year, families of ELLs are sent a letter informing them of their rights to elect ESL services or bilingual services. On this letter, the dates for parent/teacher conferences and a Parent ESL Workshop are emphasized. Additionally, the new data tool system allows us to track changes in contact information more quickly.

E. 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.

School Name: New Design High

School DBN: 02M543

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Scott Conti	Principal		11/15/13
Marina Galazidis	Assistant Principal		11/15/13
Lara Tucker	Parent Coordinator		11/15/13
Darren Chase	ESL Teacher		11/15/13
Sissy Fonseca	Parent		11/15/13
Erica Levy	Teacher/Subject Area		11/15/13
Paula Tran	Teacher/Subject Area		11/15/13
Jody Polleck	Coach		11/15/13
	Coach		1/1/01
Danilo Martinez	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: CFN 561 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

We used ARIS, ATS geography reports, initial student and parent questionnaires and surveys, home language forms and our internal parent outreach software to make sure parents are contacted and corresponded with in their preferred languages. The LAP team met to review our procedures.

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.

Parents:
The main findings were that more written information is needed in Spanish. While we have enough oral translation resources, the new STARS grading system is highly dependent on individualized comments. Many of these comments need to be translated in a timely manner and we are working to make sure this happens before next quarter grading deadlines. Also, there were not enough Spanish translators available during parent teachers conferences.

Part B: Strategies and Activities

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

Teachers who wish to add personalized comments will email the ESL or Spanish teachers ahead of time for translations or use the drop down Spanish comments. We utilize in-house translating resources for Spanish and Chinese languages because we have bilingual members of the staff in these languages. For other languages such as Bengali and Korean, we use online translations of parent bulletins provided by the DOE website. During parent-teacher conferences students translate for lower incidence languages, such as Wolof.

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.

Parent volunteers and matriculated students will be used to make up for a shortage of Spanish translators. In the instance of low-incidence languages, we will hire translators from DOE supported organizations like Erikson Translation or Legal Interpreting Service.

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>.

This year, we have sufficient in-house oral and written translation resources in Spanish and Chinese. We will hire a Korean translator for a home visit this week so that the student does not translate for her mother.

