



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** NEW DORP HIGH SCHOOL  
**DBN (i.e. 01M001):** 31R440  
**Principal:** DEIRDRE A. DEANGELIS  
**Principal Email:** DDEANGE@SCHOOLS.NYC.GOV  
**Superintendent:** AIMEE HOROWITZ  
**Network Leader:** ALEXIS PENZELL

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Deirdre A. DeAngelis	*Principal or Designee	
Shawn Ramos	*UFT Chapter Leader or Designee	
Michele McComb/Jackie Tripodi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Monika Grabowski	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Anthony Antinoro	Member/ Teacher	
Maria Torres	Member/ Teacher	
Thomas D'Alessio	Member/ Custodial Engineer	
Pam Katzman	Member/ Guidance Counselor	
Ellen McGinn	Member/ Assistant Principal/Chairman	
Barbara O'Hara	Member/ Parent	
Elaine Walters	Member/ Parent	
Kim LiPari	Member/ Parent	
Rosa Santiago	Member/ Parent	
Dawn Philhower	Member/ Parent	
Jackie Steiner	Member/ Parent	
Ewelina Grabowski	Member/ Student	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

By June 2014, the administrative staff of New Dorp High School will conduct the required and more frequent cycles of observations and give timely, specific, evidence-based feedback that teachers can act on to increase the rigor and effectiveness of their instruction. We will utilize this goal to strengthen teacher practice by utilizing the competencies of the Charlotte Danielson Framework for Teaching to articulate clear expectations for teachers' practice and serve as the focus for teacher development. A pre and post conversation will be held for each teacher to determine their chosen option as well as to decide upon the goals that they will focus on for the year.

### 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.

Evidence has shown that all areas of student data have improved over the last six years but there is still a need to focus on skill development in the classroom. With a focus on teacher performance and classroom instruction, we can further close the gaps on student achievement and prepare students for the rigor of the common core and the challenges of post-secondary education.

### Instructional Strategies/Activities

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

- Administrators and teachers together will build a culture in which the use of the competencies of Charlotte Danielson's Framework is viewed as a formative tool designed to strengthen practice through frequent observation, followed by formative feedback and professional development focused on improved student learning.
- Professional development will be provided to the staff in terms of reviewing, understanding, planning and collaborating on the competencies of the framework
- Administrators will conduct norming sessions at weekly cabinet meetings
- Administrators will be provided professional development and support from the assigned Network coach and New Visions LDF
- Administrators will provide feedback to teachers within two days of observation
- Administrators will utilize an observation template that was created by the NDHS cabinet
- Administrators will observe in pairs where appropriate, such as Special Education AP with Content Area AP or SLC AP with Content Area AP and give timely clear feedback to teachers
- Administrators will keep an excel spreadsheet, indicating date, length of observation, rating and date of feedback
- Administrators will provide teaching staff with professional development and time for collaboration during weekly content area common planning time.
- Administrators will provide a shadow rating for the pilot and a formal rating for the file
- Administrators will log their observations
- Teachers will use a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.
- Teachers will, based on actionable feedback, reflect on and shift daily practice as well as the planning and implementation of Common Core-aligned units.
- Teachers will participate in teacher teams engaging in inquiry to:
  - - Analyze student work to adjust teaching practice and instructional planning;
  - - Plan Common Core-aligned units to gain familiarity with key instructional practices;
  - - Plan for shifts in instruction;
  - - Review their scope and sequence in light of changes anticipated in the implementation of the Common Core Standards and the elimination of the Regents Exams
  - -Teachers will deepen their understanding of the Danielson competencies.

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

1. This involves all teachers and Assistant Principals with the support of our Network "ADVANCE" liaison

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

Progress will be monitored by utilizing the ADVANCE system implemented by the NYC DOE

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

1. Begin September 2013- June 2014

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

- Participation in all DOE and Network training sessions
- Individual professional development sessions with ADVANCE liaison
- Regular norming sessions with administrative cabinet
- Individual conferences between principal and assistant principal
- Co-observing of classes with two or more administrators
- On-going professional development for teachers

**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).

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

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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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.

By June 2014, all students at New Dorp High School will be required to meet the citywide instructional expectations around being engaged in Common Core aligned math and literacy tasks embedded in rigorous units of study.

**Comprehensive Needs Assessment**

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.

English, Mathematics, Social Studies and Science teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts: Math: Require fluency, application and conceptual understanding and ELA: Require students to ground reading, writing and discussion from evidence from text. A review of present curricular reveals that we have begun the initial stages of aligning present curricular to the Common Core Standards in terms of the skill development. This process needs to be continued as well as the development of Common Core aligned performance tasks.

**Instructional Strategies/Activities**

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.

**1. Strategies/activities that encompass the needs of identified subgroups**

- In English, Social Studies and Science, students will complete at least one literacy task per semester (two per year) that requires them to read and analyze informational texts and write opinions and arguments in response citing evidence from the text.
- In math, students will engage in at least one cognitively demanding mathematics task per semester, (two per year) that requires students to demonstrate their ability to model mathematics, apply previously learned materials and/or construct and explore the reasoning arguments to arrive at a viable solution with a focus on fluency, application and conceptual understanding.
- Teacher content teams will create a plan to implement lessons that scaffold the skills needed for students to be successful when completing Common Core aligned tasks, such as identifying important information in the text, utilizing an outline or graphic organizer to organize this information and write the required argument.
- Teachers will plan multiple entry points and differentiated tasks for all learners, including students with disabilities and English Language Learners.
- Teachers will be exposed to model tasks provided by the DOE to assess the skills needed to be successful on the tasks.
- Teachers will set high expectations for all students but support them along the way.
- Staff will ensure that all students have access to learn within the least restrictive environment
- Teams of teachers will examine student work to assess next steps and inform re-alignment of curriculum for next year.

- Administrators and teachers will participate in Network PD focused on Common Core Standards.
- Teacher teams will begin examining current curriculum to further align course work to understand the steps needed to reach the level of performance of the Common Core demands.
- Staff will find opportunities to work with all students on critical academic and personal behaviors necessary for college and career readiness; persistence, engagement, work habits/organization, communication/collaboration and self-regulation.

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

Teachers, administrators, Network Support Staff, DOE Support Staff, Colleagues from other schools

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

- Pre-assessments
- Review of Common Core tasks/activities
- Post-assessments
- On-going review of student work
- Results on Baseline and Post assessments
- Mock Parc exam results

**4. Timeline for implementation and completion including start and end dates**

September 2013-June 2014

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

- Daily Common Planning time is provided for all staff members by content area
- Tuesday Teacher Collaboration for entire school staff (90 minutes)
- Extended Day academic support for students (Monday & Wednesday for 1 hour)
- Per Diem coverage for grade/content leaders to attend Network and DOE Professional 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).

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

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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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.

By June of 2014, curriculum in all content areas for the 9th-11th grade courses will have aligned writing activities for each lesson. The 12th grade curriculum for English and Social Studies curriculum will contain the new research component of the writing program.

**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.

Intensive inquiry work has revealed a strong skill deficit in the area of writing in all content areas.

**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.

**Strategies/activities that encompass the needs of identified subgroups**

- Strategies and activities will be designed for all content areas that support the development of strong writing skills starting at the sentence level, leading up to the research paper.
- A scaffolded approach utilizing the Judith Hochman writing strategies will be applied
- Teacher teams will work to incorporate the use of the skill development activities infused in the content work
- Common Core tasks, designed by staff will utilize the strategies and skills addressed by the Hochman program
- Assessments will be aligned to the skill development as well as the content of the course

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

Content Area teams will develop grade level writing strategy activities that will create a workbook utilized for each lesson in each content area

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

- The actual workbook produced will measure the progress of the staff towards this goal. Each book will be reviewed and approved by Judith Hochman
- Each workbook will serve as a student portfolio along with their midterm, final and Regents Exam assessments

**Timeline for implementation and completion including start and end dates**

September 2103-June2014 with on-going review of progress towards this goal

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

- Coordination of PM and Saturday Per Session sessions for staff to work with administrators to design the activities
- Planning and scheduling individual meetings with Judith Hochman to review document with content area
- Coordinating the printing and binding of the workbooks with DOE printers

**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).

- A letter was sent to all parents describing the Hochman Program
- A presentation was made at the first two PTA meetings
- Student portfolios are shared with parents at Parent-Teacher conferences
- Student work is displayed on bulletin boards to celebrate success and progress

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

**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.

To raise the graduation rate by 2.5%

**Comprehensive Needs Assessment**

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

The New Dorp High School NYC Report Card indicates a graduation rate of 72.7%. An increase of 2.5% would require that at least 506 out of 672 students in Cohort 2014 must meet graduation requirements by August 2014. (We are aiming for 537 out of 672 to give us an 80% graduation rate)

**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.

**• Strategies/activities that encompass the needs of identified subgroups**

- We will continue to focus on the 2014 cohort in the areas of credit accumulation and meeting Regents requirements.
- Provide guidance staff with monthly ATS data (attendance/cutting)
- Promote credit accumulation through independent study, summer, evening school, Saturday & PM schools.
- Improve communication between parents and teachers, teacher and Assistant Principals and guidance staff
- Provide PM school and Saturday school to remediate and improve a student's academic skills.
- On-going communication of student progress based on teacher evaluation reports sent home prior to the end of each marking period and marking period grades with teacher comments
- Referral to Alternative Credit Accumulation Programs
- Provide appropriate AIS (reduced class size, "zero" period support class, Saturday school, p.m. tutoring, parental outreach) to assist students in meeting graduation requirements and pass Regents with concentration on the following populations who didn't meet AMO: Hispanic students and Students with Disabilities.
- Provide all AP's and guidance staff with accurate and current data re: exam participation/completion utilizing the ARIS and Datacations programs.
- Give high priority to counseling potential LTA's, drop outs and high at risk students on a regular basis.
- Conduct evening counseling sessions with students and parents.
- Provide agency and supportive services referrals.
- Guidance Counselors will continue to encourage and track students who can attain a diploma with Regents and Advanced Regents endorsement.
- Counselors and grade advisors will submit lists of students who are registered for summer school 2011 to AP/PPS; Students will be encouraged to attend PM or Saturday school (where budget permits) to repeat and/or take a failed regents course and/or Regents.
- Discussion of strategies at Pupil Personnel Service meetings, implementation and adherence to the new Standards of Promotion in Doubt procedures.
- Provide all staff with information regarding Regents and Advanced Regents and diploma requirements.
- Provide students and parents with information beginning in the 9th grade pertaining to Regents diploma requirements

**• Key personnel and other resources used to implement each strategy/activity**

- Guidance staff
- Parents
- Students
- Teachers
- Administrators

**• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Constant review of student transcripts
- Regular Progress Meetings with students
- Tracking system to follow progress
- Review of New Visions Sorter
- Review of Regents Grades

**• Timeline for implementation and completion including start and end dates**

September 2013-June 21014

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

- Professional Development for staff on an on-going basis
- Regular meetings with guidance staff
- Individual meeting with students and parents
- PM school offerings
- Saturday School Offerings
- On-line Credit recovery and full courses
- Comprehensive academic and Regents Review support

**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).

- A meeting was held for the parents of the 2014 cohort in September 2013
- A letter was sent to parents outlining senior year requirements in terms of academic eligibility to participate in senior year activities
- Individual meetings will be held with at risk students and parents to outline an academic plan for student success with a specific timeline
- Through the use of inquiry, students will be targeted for academic remediation. Parents will be informed of the areas of deficiency in terms of meeting graduation requirements.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **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.

<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>All ninth grade students entering with a Reading Score of Level 1 or Level 2 or in the bottom third of the school have been identified by administration, guidance and staff. They are being provided a prescribed literacy program that has been designed as an interdisciplinary approach to incorporating reading and writing skills across the classrooms. Language, skill building activities and expectations are consistent. Assessments are given 6 times a year to monitor progress and supports are provided to meet the needs of each student based on the analysis of their assessment results. There are also reduced class sizes for 11th and 12th grade students who have not yet achieved a 75% on the ELA Regents. The outcome of our inquiry process has led the school to focus on the areas of individual deficits based on an item analysis of periodic assessments, mock Regents and actual failed Regents. In addition, we are providing 9th period tutoring and on-line differentiated instruction through the use of Achieve 3000, Learning Village, Aventa, Apex, Compass, and other on-line resources.</p>	<p>Small group, one on one,</p>	<p>9th period After-school and Saturday Support Programs are offered</p>
<b>Mathematics</b>	<p>All ninth grade students entering with a Mathematics Score of Level 1 or Level 2 or in the bottom third of the school have been identified by administration, guidance and staff. They are being provided a prescribed mathematics program that has been designed as to incorporating reading and writing skills in the mathematics classroom as well as</p>	<p>Small group, one on one, 9th period Tutoring, PM tutoring and Saturday Tutoring and double period classes for self-contained special education students in Integrated Algebra classes</p>	<p>9th period After-school and Saturday Support Programs are offered</p>

	<p>focus on the basic skills required for success on the Algebra Regents. Teachers are utilizing strategies designed around the use of graphic organizers, use of assistive technology, spiraling of lessons in the areas of factoring, fractional equations and verbal equations which have been found to be the largest area of weakness after an intense inquiry process. Language, skill building activities and expectations are consistent across classrooms, and all incoming students are expected to take the Regents after two semesters. Assessments are given 6 times a year to monitor progress and supports are provided to meet the needs of each student based on the analysis of their assessment results. There are also reduced class sizes for 11th and 12th grade students who have not yet achieved a 65% on the Mathematics (Algebra) Regents. The outcome of our inquiry process has led the school to focus on the areas of individual deficits based on an item analysis of periodic assessments, mock Regents and actual failed Regents. In addition, we are providing 9th period tutoring and on-line differentiated instruction through the use of Destination Mathematics, Prentice Hall, Learning Village, Aventa, Compass, and other on-line resources.</p>		
<p><b>Science</b></p>	<p>Inquiry work has shown that students at risk of not meeting standards in science have deficits in academic vocabulary and writing and therefore cannot appropriately complete lab reports. To this end, science lessons include a mini vocabulary lesson so that assumptions are not made regarding students' understanding of terms utilized in the classroom. In addition, a 9th period tutoring period is available as well as Saturday and after school make up labs. Technology is utilized where appropriate to support students of different learning</p>	<p>Small group, one on one, 9th period Tutoring, PM tutoring and Saturday Tutoring</p>	<p>9th period After-school and Saturday Support Programs are offered</p>

	<p>styles. Special Education, ELL and Science teachers collaborated to create a lab manual that differentiates the required labs for each of these special populations. In 4 of the SLC's, we are experimenting with a collaborative teaching model where the ELA teacher and Science teacher, team teach the labs so that the writing deficits are supported.</p>		
<p><b>Social Studies</b></p>	<p>Extensive work is being done by the Social Studies staff in the area of writing, utilizing graphic organizers and implementing the work of the Judith Hochman writing strategies. In addition to a comprehensive curriculum, the Social Studies department has created literacy based activities, incorporating the content area course work to support the development of writing skills. An on-line textbook has also been created that is aligned with the curriculum, the skill building, is translated into 7 languages and has a prompt and verbal reading component to support the needs of special populations. Students who have failed to meet requirements in Global History and American History attend 9th period tutoring as well as Saturday school. Cohort 12 students who have not been successful in this area have been assigned to staff members on a 1:5 basis for support.</p>	<p>Small group, one on one, 9th period Tutoring, PM tutoring and Saturday Tutoring</p>	<p>9th period After-school and Saturday Support Programs are offered</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Students are provided individual counseling on a need basis. Priority attention has been directed to the students who were impacted by Hurricane Sandy. Additional grant money has been utilized for student and family support. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. In addition students receive counseling as mandated by their I.E.P.'s. Students with special needs receive group counseling as mandated by their I.E.P.'s</p>	<p>Small group, one on one, depending on the needs of the student</p>	<p>Throughout the school day, after-school, in the evenings and on Saturday</p>

	<p>Students also have the opportunity participate in groups counseling opportunities through the SPARK program or in special interest counseling sessions conducted by guidance personnel. As of September, a school based mental health clinic has been opened by the Jewish Board of Family Services and full school screening has been completed. Students are provided individual counseling on a need basis. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. The school Psychologist is only utilized for extreme cases due to the fact that we have 13 full time counselors/social workers and the onsite Mental Health clinic. Students are provided individual counseling on a need basis. Referrals are made by staff, parent request or by student self-referral. Sessions take place before, during and after school. The social worker also sets up at-risk placements in order to avoid a referral process to a more restrictive setting. She monitors progress, communicates with parents and staff and meets regularly with the student involved.</p>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

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

**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).
On-going network professional development, monthly on-site staff development, daily common planning collaboration, as well as weekly content area collaboration. Regular professional development in Judith Hochman Writing. On-going curriculum development. Ongoing professional development targeted to individual student needs.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Based on the specific requirements and goals of various funding sources, and keeping in mind the academic, social and emotional needs of our students, we coordinate all funding to provide appropriate supports to improve outcomes.

**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.
New Dorp High School is utilizing the assessments created by the NYC DOE. Professional Development has been provided as required.

**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)**

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;

New Dorp high 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;

New Dorp High 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**

New Dorp High 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 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;
- A. 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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>440</b>
School Name <b>New Dorp High School</b>		

### 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 <b>Deirdre A. DeAngelis</b>	Assistant Principal <b>Deborah Cunningham</b>
Coach	Coach
ESL Teacher <b>Lixia Li</b>	Guidance Counselor <b>Lisa Auriemma/Social Worker</b>
Teacher/Subject Area <b>Arminda Francisco/Science</b>	Parent
Teacher/Subject Area <b>John McLaughlin/Math</b>	Parent Coordinator <b>Donna LeChelgrin</b>
Related Service Provider <b>Pamela Katzman</b>	Other <b>Kathleen O'Connor/I.S.S.</b>
Network Leader(Only if working with the LAP team)	Other <b>Craig Simonetti/Social Studies</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 currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>10</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>2777</b>	Total number of ELLs	<b>129</b>	ELLs as share of total student population (%)	<b>4.65%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
self-contained	0	0	0	0	0	0	0	0	0	3	3	3	0	9
Push-In	0	0	0	0	0	0	0	0	0	1	1	0	0	2
<b>Total</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>11</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	31
SIFE	17	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	32

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	6	4	25	9	8	33	2	19	129
Total	71	6	4	25	9	8	33	2	19	129

Number of ELLs who have an alternate placement paraprofessional: 2

### 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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
<b>TOTAL</b>	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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>0</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

**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	0	0	0	0	0	0	0	0	0	24	18	20	0	62
Chinese	0	0	0	0	0	0	0	0	0	7	3	9	0	19
Russian	0	0	0	0	0	0	0	0	0	1	1	2	0	4
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	3	2	3	0	8
Arabic	0	0	0	0	0	0	0	0	0	4	3	4	0	11
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	6	0	6	0	12
Other	0	0	0	0	0	0	0	0	0	4	1	5	0	10
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	49	29	51	0	129

## 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	0	0	0	0	0	0	0	0	14	5	3	0	22

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)	0	0	0	0	0	0	0	0	0	15	10	21	0	46
Advanced (A)	0	0	0	0	0	0	0	0	0	20	14	27	0	61
Total	0	0	0	0	0	0	0	0	0	49	29	51	0	129

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	49	0	7	0
Integrated Algebra	60	0	36	0
Geometry	22	0	15	0
Algebra 2/Trigonometry	6	0	3	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	2	0	1	0
Earth Science	25	0	12	0
Living Environment	54	0	36	0
Physics	0	0	0	0
Global History and Geography	35	0	13	0
US History and Government	29	0	13	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

## 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.

1. Our beginner teachers use the RIGOR placement tests to assess letter recognition and basic reading levels. Students are tested for syntactical awareness, phonics, tier one vocabulary, and writing. Additionally, analysis of the LAB-R helps us determine the literacy levels of our newcomers. Especially for our native Spanish speakers because the Spanish LAB can help us decipher the approximate level of instruction students received in their native countries, as well as determine if any particular students are SIFE eligible. Based on the scores on all these assessments, students are placed in appropriate ESL classes. The students assessed to have limited literacy skills are: placed in the mandated service minutes, offered access to supplemental tutoring programs (funded by Title III and SIFE grants), and also programmed for additional support in content area by placing them into push-in history classes and a living environment course which is taught by a QTEL trained science teacher and is composed of ELL students. Furthermore, if a student performs poorly on the LAB-R or Spanish LAB we begin to explore if they meet SIFE eligibility. Although we ask parents about their child's educational history during the parent meeting, the LABs provide us with a more accurate analysis of their skills. Based off their scores, we can determine if writing samples in the Native Language and mathematical skills assessments are needed to qualify a student for SIFE services. Another resource we use to assess literacy skills is Achieve 3000. This program gives us students lexile levels in English and Spanish. The more that personnel know about the development of oral language, early literacy, students' home language, contextual considerations, and the cultural background of students, the better informed they will be in making appropriate decisions about interpreting screening and assessment results and in designing appropriate interventions.

Additionally, assessment of early literacy skills is an essential element of education we use to inform instruction for our ELLs. Students' individual skills are determined by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students. The first step we take is to measure student baseline performance. This is done numerous ways. Achieve 3000 is a computer program our staff uses to measure students Lexile levels and comprehension skills with pre-tests and periodic LevelSet assessments. We also review the scores of our ELLs on the LAB-R and Spanish LAB. The scores off these exams give us a good idea of the student's initial skill set in reading and writing. This is an important assessment because research proves that early literacy concepts can predict students' future reading achievement. Thus the LABs provide us with the earliest assessment of our students literacy skills in English and when applicable Spanish. Additionally, teachers frequently test students (formally and informally), analyze student work samples, observe students performing literacy tasks, and interview students on their reading skills. Specifically, we assess our ELLs abilities in the following reading concepts: letter knowledge, phonemic awareness, decoding, fluency, and comprehension.

It is important to note that the assessments and activities discussed below are used with all our ELL students, first as an initial assessment and then on a periodic basis to measure progress and determine areas of strengths and weakness for each student, which are then address with differentiated instruction. However, some activities are done on a more frequent basis with certain students based on the findings from our inquiry work.

Accordingly, based off these findings, our teachers focus on letter knowledge activities with our Arabic and Asian students, focusing on their ability to associate sounds with letters. These are important activities for these students because many have limited pre-existing knowledge of the English alphabet and are used to reading texts from right to left or top to bottom. We utilize a few assessments to measure a student's early skill set in letter knowledge. One such assessment is presenting students with a list of letters and asked to name each letter. Another activity utilized is having students separate the letters from a pile of letters, numbers, and symbols. Students are also asked to separate and categorize letters by uppercase and lowercase. Our ELL teachers also focus on phonemic awareness with these students. Students are asked to break spoken words into parts, or to blend spoken parts of a word into one word. Additionally, students count the number of phonemes in a word to demonstrate understanding, or delete or add a phoneme to make a new word.

With our native Spanish speakers, teachers initially emphasize strategies that improve decoding and fluency. To examine a child's reading accuracy, students read a passage of a text aloud and a teacher records any mistake that the students make and analyzes them to determine what instruction is needed. Another strategy used to assess a student's decoding abilities is to present a student with a list of isolated words and ask them to read each word aloud. Fluency is also assessed by asking a student to read a passage aloud for one minute. Words that are skipped or pronounced incorrectly are not counted. The number of correct words read is counted and this total equals a student's oral reading fluency rate.

Our largest literacy initiative is built around building reading comprehension skills. Therefore, we incorporate many strategies to assess our ELLs skills in reading comprehension. One type involves having a student read a passage that is at an appropriate level,

and then having them answer factual questions about the text. A second type involves a student answering inferential questions about implied information in the text. A third type involves a student filling in missing words from a passage. A fourth type is to have a student retell the story in their own words. Lastly, we utilize Achieve 3000 to continually measure our students' growth with reading comprehension according to Lexile Levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. LAB-R data and NYSESLAT data is very revealing and helpful in guiding our instruction. As stated earlier, since started using the LAB-R as one of our baseline assessments for early literacy, we have noticed some significant trends among our ELL population: -Initially, our Arabic students need the most support in improving their early literacy skills. 64% of them test at the Beginner level on the LAB-R. However, NYSESLAT scores show steady progress among the subgroup and most (76%) reach Advanced level of proficiency within their first 3 years in ESL

- Likewise, our Chinese and Asian population struggle with the Alphabet adjustment. The majority of them (76%) place as Beginner's on the NYSESLAT. However their growth is uneven. After a few years, 29% have reached the Advanced proficiency level, while 23% have shown limited to now growth. As a whole, this population has great difficulty with the Listening portion of the NYSESLAT and also shows difficulties in reading and writing.

-76% of our Spanish population test as Beginners on the LAB-R. Their progress in reading and writing is extremely gradual and needs constant and intensive support. Only 36% of the population have reached an Advanced level of proficiency and are in danger of becoming Long-term ELLs. They show limited growth after reaching the Intermediate level and greatest areas of need are with literacy skills.

- Our European subgroup, which is primarily made up of Albanian and Russian students, 50% test at the Beginning level of proficiency on the LAB-R and 50% as Intermediates. Their literacy skills progress at a steady rate and within two years, 40% tested at Advanced levels on the NYSESLAT. A significant statistic is the limited growth Students with Disabilities have made within this subgroup.

- Our Southeast Asian subgroup enter the system with a solid grasp of the English language, 66% place at the Intermediate and Advanced levels on the LAB-R. Likewise, their growth in English literacy is steady, with 80% of them placing as Advanced on the most recent NYSESLAT exam.

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](#))

3. At this time the state has not provided the RNMR and modality reports so our school is unable to use this information and data to find patterns and influence instruction. However, through informal assessment of NYSESLAT scores, a few patterns emerge across the modalities. Our Asian ELL students score the lowest on the Listening part of the exam. To address this weakness, our ELL teachers create instruction which emphasize listening skills. They require students to listen to passages read aloud, watch short video clips, and other sound bytes, and then answer specific questions about them. Our Spanish ELL population shows limited growth with their reading and writing skills. To address this, teachers use Achieve 3000 to build comprehension skills in both English and their native language. To remedy their difficulties with writing, our entire school uses the Hochman Writing Method which provides students with uniform and explicit instruction in writing, starting with recognizing different types of sentences and culminating in a cohesive essay, which includes an introduction, conclusion, body paragraphs, topic sentences, conjunctions, transitions, and evidence to support their claims.

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?

4. a) Our school currently offers a Freestanding ESL program. At this time, we do not have a dual language or Transitional Bilingual program. Therefore, we do not test in the native languages. However, students are offered native language support through the use of dictionaries, glossaries, the pairing of students who speak the same language, translated texts for the Regents (when available), translation devices, and access to our bilingual staff members and paraprofessionals for all exams.

b) New Dorp High School do not currently administer the ELL Periodic Assessments. However our ESL teachers use informal assessments and the results from the NYSESLAT examinations to measure students progress in each modality and then curtail activities and instruction to address the needs of each student.

c) Our school does not issue period assessments at this time. Our ESL courses follow the curriculum of our English department. Native language support is provided through the use of dictionaries, glossaries, translation devices, pairing of students who speak the same language, translated texts when available, access to bilingual staff members, Achieve3000 and Destination Math.

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.](#))

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. Since the only program we have at this time is Freestanding ESL, our primary emphasis at this time is second language development and all instruction is provided in English with native language support. To accurately assess the child's second language fluency, we interview parents during the intake process. Using the HLIS survey questions, an interview of the child's educational and personal background, and scores on the LAB-R, we are able to make a fair assessment of their current abilities in English. Besides our ESL staff, all content area teachers utilize the Hochman Writing Method and close-reading of texts. Every subject area has a writing curriculum where skills are taught with consistency throughout the school. Students enter 9<sup>th</sup> grade (whether ELLs or not), with the assumption that their writing skills in English is minimal. Their content teachers begin by focusing on grammar and sentence skills, such as creating and identifying different sentence types, recognizing complete sentences and fragments, and writing simple sentences. From there, our school-wide writing curriculum progresses to a paragraph. Students learn how to write topic sentences, and detail sentences that contain appositives, conjunctions, subordinating conjunctions, and transitions. Once students show mastery or familiarity with the paragraph structure, they are then instructed on how to create introductions and conclusions utilizing the G-S-T method. This method teaches students to start with a general statement and become more specific as their introduction progresses, culminating in a clear thesis statement. Furthermore, all subjects use turn and talks, think-pair-shares, and other activities which require students to communicate their thoughts in English.

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?

Based off parent choice results, New Dorp High School does not offer dual language programs at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. We evaluate the success of our ELL students through the scores on the NYSESLAT, ELA Regents, all content area Regents, and classroom grades. Last year 40 of our ELLs tested proficient on the NYSESLAT exam, which was approximately 25% of our ELL population. We attribute much of our success to the common time meetings which allow content area teachers, administrators, guidance counselors, and ESL teachers the chance to plan together, share best practices, and discuss strategies that can best meet the needs of our at-risk students. We have a 65% passing rate on the English Regents and met AYP for ELLs. Our guidance staff chart students success and progress on ARIS and Skedula, making sure students are working towards accumulating the appropriate amount of credits needed to graduate, maintaining passing grades, and improving their college readiness.

## 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.](#))
  1. The initial identification of potential ELLs is done as soon they enter our building. The student and parents meet with our pupil account secretary who then alerts our LAB/BESIS Coordinator, Assistant Principal of ELL, or pedagogues who are trained in the ELL identification process when a student has a home language that is other than English or their native language is other than English. If an interpreter is needed, we contact the Department of Education's translation line or find a bilingual staff member to help assist in the identification process.. Currently, Ms. Li, a licensed ESL teacher, is fluent in Chinese. Ms. Torres, a licensed ESL teacher, is fluent in Spanish. Mr. Cherry, a licensed pedagogue, is fluent in French. Additionally, we have a large group of

bilingual paraprofessionals who assist the trained pedagogues in the process. Ramsis Azer speaks Arabic, Dolores Bellia speaks Italian, Jayleen Fernandez, Dolores Osario and Rosa Ciaravino speak Spanish, Fatbarda Maqellara and Merita Marku speak Albanian, and Svetlana Mirochnik speaks Russian. The trained pedagogue assists the parent in filling out the Home Language Identification Survey (HLIS), which is translated in 9 languages, to determine what language the child speaks at home. The trained pedagogue then conducts an interview with the parent and student. This interview is important because it often informs us if the questionnaire adequately tells the story of their language ability and thus we try our best to make sure parents are attentively engaged and truly understand the questions we are asking them. We make sure to ask the parents about time away from school which is extremely important in determining a student's educational needs and to see if they may qualify for SIFE. A student is considered to have a home language other than English when one question (Part I: questions 1-4) indicate that student uses a language other than English and when two questions (Part I: questions 5-8) indicate that student uses a language other than English. If this is the case then we administer the LAB-R within 10 school days of their initial enrollment. For those students who we feel may have a gap in their education or be in the early stages of literacy, we request they complete the writing sample as well to help us determine their current skill base. For the Spanish-speaking ELLs, we also administer the short version of the Spanish LAB. Service eligibility for new entrants is determined by cut scores on the LAB-R. If the students score below proficiency on the LAB-R they become eligible for state-mandated ELL services. Based on their score they are then placed in either a beginner, intermediate, or advanced program. To ensure that no students are failed to be tested within 10 days, our LAB/BESIS coordinator checks the ELPC and RELR daily on ATS.

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.  
2. At New Dorp High School it is a priority that parents are clearly informed about the three program choices they can choose from. Besides discussing the merits and details of each program at parent orientation, we make it a goal to disperse this information to them at a one-to-one meeting which is usually done the first time the parents enter the school to register their children for classes. At this meeting we provide the parents with the ELL Parent Brochure, which is printed off of the English Language Learners: Family Resources Page on the Department of Education website. This brochure is available in ten languages. Additionally, every parent watches the parent orientation video in their preferred language. Our trained pedagogues and administrators will answer any further questions parents may have about the programs. If we are unable to find a translator, we call the Translation and Interpretation Unit and seek their assistance. If a parent fails to make a choice, we record their selection as a TBE program by default and look over our numbers to see if we have the prerequisite needed to start such program. When there are 20 or more ELLs of the same language in any single grade in grades 9-12 we will then create a bilingual program.
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 [\[see tool kit\]](#).)  
3. Parent forms and entitlement letters are given out as soon as we determine entitlement. We try to accomplish much of this when the parents register their child for our school. If a student is eligible for LAB-R testing (based off the HLIS) we request the parents wait at school while we administer the exam. After an informal hand-scoring, if a student is eligible for ELL services, we then provide the parents with the Parent Survey and Program Selection form. Before they fill it out, we briefly describe to them the TBE, Dual Language, and Freestanding ESL programs, as well as provide them with ELL Parent Brochure in the appropriate language. Each parent also watches the parent orientation video (in their native language if available) on the D.O.E. website before filling out the form. Translated texts are provided (if available on the D.O.E. website) based on the language parents requested to receive information. If we do not receive a certain form back or a parent leaves it blank we record their choice as TBE. Entitlement letters are distributed after the NYSESLAT scores are announced. These forms are mailed home in the language the parents requested to receive information in on the HLIS. The Home Language Survey, Parent Choice Survey, Entitlement, Continued Entitlement, and Non-Entitlement letters are all stored in the student's cumulative folder and an additional copy is kept in the office of the LAB/BESIS coordinator. Yearly checks are made to ensure these forms have been returned and are on-file. At the onset of each year, the LAB/BESIS coordinator reviews the RLAT and sends home the appropriate entitlement, continued entitlement, or non-entitlement letters.
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.  
4. Our criterion for placing students in ESL or bilingual programming is parent based. We inform parents that if 20 students of the same native language and in the same grade levels select Transitional Bilingual Education that a bilingual class will be opened. Once we receive 5 of the same choice, we will begin researching the resources and staff needed to create such a program. At this time, New Dorp High School does not have the required numbers to offer a bilingual program. Until that time students are placed in a Freestanding ESL program. As mentioned earlier, we provide parents who do not speak English (and even those who do) with the ELL

Parent Brochure translated by the D.O.E. into nine languages. We also utilize the Translation and Interpretation Unit to further clarify and explain any and all information.

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.

5. The NYSESLAT is given during the spring. There is a specific window in which the speaking section must be administered. A group of teachers were trained by the LAB/BESIS coordinator, who attends all relevant testing professional developments, on how to administer the speaking section of the NYSESLAT. Once the speaking portion is completed and secured, the listening, reading, and writing portions of the NYSESLAT is given—generally on the first Tuesday within the testing window for those sections. Letters are generated and sent home to notify parents that their child will be tested and how imperative it is for a student to sit for all parts of the exam. Letters are also generated to inform the students of the day, time, and location of the exam. A portion of the school is cornered off for the exam and an entire wing of rooms is utilized. Generally there are four rooms for the ELL students and three rooms for ELL-SWD students. Once the exam is completed, they are collected, separated, and stored in a secure location. The next step is grading the writing portion of the exam. Non-ESL and English teachers are selected to grade the writing portion. Orientation is given to the selected teachers and training on the scoring rubric is provided. The speaking score is then transferred to the appropriate place on the exam. Once this process is completed, booklets, answer documents, and cover sheets are bubbled and placed in the appropriate bags for shipment. New Dorp High School has been extremely successful in having a large number of ELLs sit for this exam. We do also offer make-up dates for students who may have been absent. To ensure that every eligible student takes the NYSESLAT exam, the Assistant Principal and LAB/BESIS coordinator run the RLER report and crosschecks it with the RLAT and ELPC screen.

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. 

6. An overwhelming number of our parents select Freestanding ESL as their first choice. In fact, of the 10 newcomers this fall who were tested and entitled to receive ELL services, every parent chose ESL as their first choice. Using information provided on the RELC to determine parents initial program choice: only two parents selected Dual Language and one parent selected a bilingual program. A large proportion of our ELL population did not have a parent choice inputted, thus making the default program choice TBE. Using this methodology, our TBE parent requests fall within the following categories: three 12<sup>th</sup> grade students, six 11<sup>th</sup> grade students, nine 10<sup>th</sup> grade students, and 31 ninth grade students had TBE as their initial choice. However, those 31 consisted of all the different home languages and no specific language reached 20, the mandated number required to create a TBE program. The highest was 13 students with Spanish as their home language. Since this number is approaching 20, we are keeping a close eye on that population in case we need to explore developing a TBE program. Almost all of our students have been programmed for Freestanding ESL throughout their schooling in NYC, be it elementary, middle, or high school. We only received one letter back this year requesting a change in service. The student's parents were called and informed that we will hold onto their request and if we receive a total of 20 similar requests (same grade level and language) we will open up a TBE program.

# 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])?
    1. a) The current program model at New Dorp High School is the Freestanding English as a Second Language program in grades 9-12. In this program, students' placement is determined by the most recent NYSESLAT results or the LAB-R for incoming students who are new to the D.O.E. We utilized the self-contained class models which are taught by licensed ESL teachers. Two of our ESL teachers also have English teaching licenses and mesh ESL methodologies with the English departments curriculum. In addition to self-contained ESL classes, we utilize a push-in model for support in Global History (9th and 10th grade).
    - b) Our ESL classes are programmed homogeneously based on NYSESLAT results. Doing so enables our teachers to use the modality reports to focus on problem areas. For our push-in History classes, student groups are heterogeneous.
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)?
  2. a) In accordance with CR Part 154, beginning-level ELLs are enrolled in three periods of ESL instruction per day, intermediate are programmed for two periods, and advanced receive at least one period. Since our classes are 45 minutes long on average, our students exceed the mandated number of instructional minutes at all levels. For instance, beginning ELLs receive 675 minutes per week of ESL instruction based on our bell schedules. Likewise, advanced ELLs receive a minimum of 225 ESL instructional minutes per week.
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.
  3. Our Freestanding ESL program supports content area instruction for our ELL students. For instance, in 9th and 10th grade history, many of our ELLs are placed in a class that utilizes a push-in ESL teacher who provides support and uses ELL methodologies to supplement the content matter. Furthermore, most of our ELLs are programmed for a Living Environment class which is taught by a QTEL trained science teacher. Our students are also able to take advantage of 100 minutes of tutoring weekly, which is offered during 9th period on Monday and Wednesday. Our ESL and content teachers have access to Achieve3000, which is a differentiated reading program that greatly enriches language development. Our staff has access to I-Pad and laptop carts, in addition to numerous computer labs within our building. The majority of our ELL students uses Achieve3000 on a daily basis and has seen their reading and lexile levels improve significantly. All our classrooms are print-rich and have word walls. Teachers use think-alouds, annotation, and close-reading skills. Lastly, our ESL teachers attend professional developments pertaining to the Common Core and follow the English curriculum on the particular grade level they teach. All staff members, ESL and content teachers, use the Judith Hochman Writing Skills in their daily lessons. Our school's writing program has been featured in The Atlantic magazine and begins with basic sentence structure, slowly advances to paragraphs, then four-paragraph essays, and culminates with a research paper in senior year. Each writing task includes a rubric and numerous modeling activities to help focus the energies and processes of our students. It is a writing process that incorporates explicit teaching of fundamental writing skills, emphasizes expository writing, and focuses on sentence-level foundational strategies taught concurrently with paragraph and essay-level skills. Teachers model many of these skills and students work in small groups at times. Furthermore, to ensure content is comprehensible, each content teacher has access to dictionaries to foster language development and focus on building student's academic vocabulary. Our library has many texts in different languages and many of the content textbooks also have translated versions. In regards to improving speaking skills, teachers use think-pair-share activities, open-ended questions, and jigsawing to create opportunities for students to talk and express their views.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. New Dorp High School educates 17 different language speaking categories of students. Our ELLs are screened on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word and text reading. The Spanish speakers are given the Spanish LAB upon entry to New York City school system. The other languages are evaluated by the LAB-R scores and if possible, informal evaluations made by staff at the school. We benefit from

having ESL teachers who are fluent in Chinese and Spanish, by far our two largest language subgroups. Their expertise is crucial in assessing students and offering native language support. Furthermore, other staff members are fluent in Albanian, Russian, Arabic and French. They are used to provide translations and support whenever necessary. Lastly, Achieve3000 and Destination Math allows our teachers to assess students in both English and Spanish, which is an extremely important ability since 48% of our ELLs are native Spanish speaking. At this time, we do not have bilingual or dual language programs and thus students are not graded in their native languages unless they utilize that option on the content area. Each student is given this option prior to taking the Regents.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. All ELL students are evaluated in the four modalities throughout the school year. Beginning in 9th grade, listening passages are introduced not only to have the students prepared for the NYSESLAT but also for the ELA Regents. Listening activities and assessments are done a weekly basis in our ELL classes. Speaking is part of every class. Teachers are encouraged to try to facilitate classroom discussions using accountable talk. Daily lesson plans are focused around essential questions which are open-ended and probe students to build an argument with sufficient evidence. Furthermore, many teachers use jigsaw and Think-Pair-Shares to force students to talk to each other in order to solve problems. The goal is to have students be actively engaged in each lesson and have them contribute vocally in approximately half of the lesson. Reading and writing instruction is done on a daily basis across all content areas. Writing is a huge instructional objective of our school. English and Social Studies teachers use portfolios to track students' progress. They model the Judith Hochman writing strategies to teach our students structure and organization. Quick writes are also utilized to capture the first impression of students. Our ESL teachers use read-alouds to walk students through texts, primary sources, and pieces of fiction. ELL students uses the computer lab and Achieve3000 on a weekly basis to improve their reading comprehension and Lexile levels. Furthermore, teachers use this program to differentiate articles and texts on various reading levels making it more accessible for students.

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).

6. The answers to the following segments will be very similar. We are proud to offer highly differentiated instruction to all levels and subgroups of our ELL population. Our school possesses significant amounts of technology which all our staff uses, especially our ESL teachers. All classrooms have interactive boards and document cameras and just about every room has a class set of interactive clickers which are excellent for continual assessment throughout a lesson. We also take advantage of computer based programs like Achieve3000 and Destination Math which helps our teachers differentiate and scaffold assignments and provide bilingual (Spanish and English) support. Through the SIFE grant and Title III funding we provide additional tutoring that use ELL methodologies and intense Regents review. Lastly, our unique schedule allows all students access to a total of 100 tutoring minutes per week.

a) New Dorp High School has been fortunate to supplement our SIFE instruction with a grant from the Office of English Language Learners. This grant enables us to offer the BEST center (Be Exceptional Start Today). The BEST center is a flexible program which is offered before and after school and on Saturdays. This program provides SIFE students with the opportunity to receive supplemental support from ESL, Social Studies, Math, and Science teachers. With this extra time SIFE students can finish labs, use Achieve3000, work on reading and writing skills, learn calculator skills and receive personalized instruction in content matter. The usage of Achieve3000 is essential and occurs in all ESL classes. This program helps close the achievement gap. It tailors readings to the students reading level and uses methodologies and activities which are aligned to the tenets of Common Core to create highly differentiated instruction which targets areas of need and eliminates many of the language barriers for students. Achieve3000 constantly assesses students' progress so teachers can deliver instruction where it is needed most. Achieve3000 is fully bilingual (Spanish and English) and provides native language support to a large population of our ELL students.. Furthermore, Destination Math is used to help close the achievement gap. This program uses the tenets of Common core to create highly differentiated and prescriptive instruction which targets areas of needs and eliminates barriers for students. The program, like Achieve3000, constantly assesses students' progress so teachers can deliver instruction where it is needed most. Both Destination Math and Achieve3000 are fully bilingual (Spanish and English) and provides native language support to a large population of our ELL students.

b) Newcomer ELLs are given the opportunity to take all content area Regents exams (except English) in their native language if available. They also use Achieve3000 and Destination Math which provides them with instruction in Spanish and English. All ELL

students are offered the opportunity to take part in the supplemental BEST center. Most newcomer ELLs (depending upon the LAB-R assessment) are placed in the push-in history classes, as well as a science course taught by a QTEL trained science teacher. This additional support combined with the 9th period tutoring sessions offers our newcomer ELLs frequent help and personalized instruction.

c) New Dorp High Schools aggressively monitors our middle years ELLs as a preventive measure in hope of stopping them from becoming long-term ELLS. Reading activities are differentiated using Achieve3000 and Destination Math helps measure students' progress and gain problem-solving proficiency with step-by-step explicit instruction and audio support. The Judith Hochman Writing, which is a school-wide writing initiative, gives students a structure to help them formulate their own thesis statements, organize supporting evidence, and then uses prescriptive writing strategies to construct well-organized and fluent writing samples. These students are also strongly encouraged to take advantage of our 9th period tutoring sessions, as well as the supplemental BEST center and Saturday Regents tutoring.

d) Long-term ELLs are provided the same support as our SIFE students and newcomers. Through the supplemental SIFE grant they are able to receive more personalized instruction and support. Comparably, long-term ELLs are also provided customized support through the use of Achieve3000 and Destination Math.

e) Former ELLS are invited and participate in all programs afforded to our current ELL population (including after-school and supplemental tutoring). Likewise, they receive testing accommodations and extended time for two years after they tested proficient. For our 1<sup>st</sup> year former ELLS, they are afforded a period of ESL to help with their transitional period.

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?

7. ELL students with IEPs are fully mainstreamed for ESL services, according to their level of proficiency. These students are programmed for self-contained monolingual classes for the rest of the school day. Special education teachers are given 10 hours of professional development through multi-media package entitled "Strategies for English Language Learners." They are also offered the opportunity to attend QTEL trainings which teach content area teachers ESL methodologies. Furthermore, many special education teachers take advantage of the schools licenses with Achieve3000 and Destination Math--enabling special education teachers to differentiate readings and tailor instruction to the individual needs of their ELL students. These programs also accelerate the English language development of our ELL population. Additionally, the Judith Hochman Writing Initiative is used in these classes. The Hochman method utilizes outlines and graphic organizers and helps students analyze and break down grade-level and often above-grade level texts. by utilizing annotation skills and underlining key facts. Teachers model writing strategies and use explicit instruction to teach fundamental writing skills which focus on sentence-level foundational strategies taught concurrently with paragraph and essay-level skills. Most of ELLS are programmed for a period of ESL which utilizes ELL teaching methodologies to teach the English department curriculum. This allows the ELLS to read the same texts as the rest of the general education population. Furthermore, students are encouraged to attend the supplemental BEST center and 9th period tutoring. We also offer 1:1 preferred language alternate placement paraprofessionals to those students who qualify based on psychoeducational testing. When mandated they received additional related services and testing accommodations.

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?

8. New Dorp High School has an extremely large special education staff, most of whom are dual licensed in special education and a specific content area. New Dorp High School has self-contained and team teaching classes in all subjects, as well as special education teacher support services (resource room/SETSS). For additional support, ELL-SWDs can attend two periods of tutoring per week and also attend the BEST center, which is a supplemental program funded through the SIFE grant. All curriculums at New Dorp High School are Common Core aligned and incorporates the Judith Hochman Writing Skills program. Furthermore, every classroom at New Dorp High School has an interactive board, document camera, and almost all have interactive response clickers. As a result, the vast learning needs and styles of our ELL-SWDs are met through highly differentiated activities with significantly structured supports, interactive lessons, and prescriptive programs.

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

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

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

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

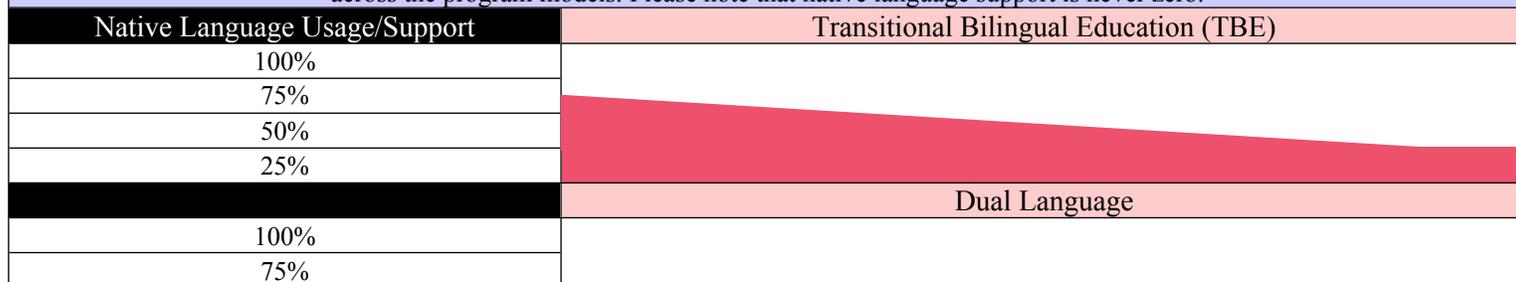
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
9. Our targeted intervention programs for ELLs in ELA, math, and other content areas include daily articulation between content area teachers, guidance counselors, administrators, and ESL teachers in our small learning communities. New Dorp High School is divided into 8 smaller learning communities which are each led by an assistant principal and guidance counselor. Each house has its own set of teachers who meet on a weekly basis to discuss any issues they may have with students. At these meetings, staff focuses on the specific needs of students and share best practices. Professional development also occurs at these meetings. ESL teachers share methodologies with content teachers to help them differentiate learning activities for the ELLs in their classes. As discussed earlier, our targeted interventions usually focus on our flexible scheduling, tutoring periods, the supplemental BEST center, and push-in class models. In ELA, all ELLs receive a license to use Achieve3000. All staff members are aware of this and can use the program to provide accessible texts to all ELL subgroups. Besides ELA teachers using this program to increase literacy skills and reading levels, social studies teachers assign articles that provide enrichment to the curriculum. This program is extremely helpful for our newcomers and Spanish language students because it is a bilingual program. Likewise, in math, Destination Math is also a computer program that students are able to use at home in Spanish and English. It is our hope to extend this program in Arabic and Chinese. To support our beginning ELLs, we provide push-in ESL support for ninth and tenth grade global. Furthermore, a QTEL trained living environment teacher has all the ELLs in her classes. She uses ELL methodologies and focuses on academic vocabulary in her classes. Teachers encourage our ELL population to attend 9th period tutoring twice a week to receive extra support. Lastly, we send letters home to all our ELL students to encourage them to attend our Title III funded Saturday Intense Regents Review and our supplemental BEST center.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Last year 46 of our ELL population tested proficient and placed out of ELL, which is roughly 25% of our ELL population. Through the use of common time planning, Achieve 3000, 9<sup>th</sup> period tutoring, the Judith Hochman Writing Program and supplemental tutoring services, we have made significant strides in advancing our ELL students.
11. What new programs or improvements will be considered for the upcoming school year?
11. Our goal is to train more staff in Achieve3000 so ELLs can receive this language support across all content areas. We are also offering QTEL training, which is compensated at a teacher training rate, to any staff member interested in learning ELL methodologies.
12. What programs/services for ELLs will be discontinued and why?
12. This is the first year that we no longer have the majority of ELLs concentrated in a single learning community. We are affording our ELL population the chance to choose any learning academy they want. This is important because each learning community is geared towards a future career interest and offers electives and internship opportunities that can help guide our students to future success and raise their interest level in school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Our ELLs are fully integrated with other students at New Dorp High School. They are spread out through our 8 learning communities. ELLs participate on all of our PSAL athletic teams, especially soccer, in after-school clubs like the Green Club and Cooking Club, as well as in our dramatic art programs, which includes but is not limited to Sing, Glee Club, and the Black Box Theatre. Many of our ELLs take advantage of our 9th period tutoring sessions and supplemental Saturday School programs which provide free SAT tutoring and art classes. Our supplemental BEST center is tailored specifically for our SIFE population but is extended to our entire ELL population. This center provides students with time to work more closely with ESL and QTEL trained teachers in all content areas.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Instructional materials in the Freestanding ESL classrooms include, but are not limited to: Visions, a language development and reading program in the proficiency levels of pre-literacy to transition. The Heinle Reading Library Illustrated Classics Collection. We also use Voices in Literature, from beginning to advanced, which integrates authentic literature and fine art illustrations with rich and interactive learning experiences. The Heinle Picture Dictionary for the beginning to intermediate ELLs, as well as the Basic Newbury House Dictionaries and Word to Word dictionaries in various languages. We also use the Grammar Connection program in our intermediate and advanced classes. In our Regents preparation courses, which focus on the

intermediate and advanced ELLs, we use the “Getting Ready for the English Regents Essay” course which is centered around 3 pieces of literature: The Dominican Dream, Buried Onions, and the House on Mango Street. The R.I.G.O.R. reading program is used with our beginner ELLs. Achieve3000 is used with all our ELL subgroups to differentiate reading assignments and provide bilingual support for our Spanish speaking students. Destination Math is used to provide bilingual support for our Spanish speaking students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. At this time, Freestanding ESL is the only program at New Dorp High School. Our parents overwhelmingly choose this option. In this program, native language support is offered through our Achieve3000 and Destination Math programs which is in English and Spanish. Students use classroom laptop carts for translation programs, as well as 1:1 dictionaries and glossaries. Our Freestanding ESL teachers encourage students to work in small groups and pairs so students can speak in both English and their native languages in order to complete tasks with more comfort. Additionally, two of our ESL teachers are bilingual: speaking Chinese and Spanish. We also have a native language library and many bilingual paraprofessionals who offer translation services.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

16. All our ELL students are placed in the same courses that our non-ELL population would receive. They are programmed for Regents courses with teachers who use differentiation (especially in Achieve3000 and Destination Math) and ELL methodologies to make content matter more accessible for our ELL students. Our teachers use the same curriculum materials with our ELLs as they do with general and special education students.

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.

17. Newly enrolled ELLs also attend freshman orientation with the rest of the incoming students. They are also paired with a student who is of the same native language and serves as a mentor and helps them learn the layout of the building, bell schedule, and other helpful information.

18. What language electives are offered to ELLs?

18. We offer Spanish or Italian to our ELL students.

19. For schools with dual language programs:

- a. 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)?

New Dorp High School does not have a dual language program at this time.

## 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.

1. The professional development of content area teachers at New Dorp High School is ongoing in our small learning communities. At the weekly SLC meeting, content teachers work with ESL teachers to create instruction which utilize ESL strategies. Additionally, ESL teachers and staff attend workshops and professional developments throughout the city, and then return to our learning communities with key resources and turn-key the information. Additionally, staff are encouraged and compensated for attending QTEL courses which will equip more staff with ESL teaching strategies.

In order to build the capacity of the staff in meeting the needs of this population in the content classes, we will use a multi-media PD package entitled "Strategies for English Language Learners (Secondary Education) from Teacher's Network Inc. This was purchased through the 2010-11 SIFE/LTE grant. We will schedule a 10 hour staff development program for 14 teachers throughout the content areas. The multi-media program will serve as the basis for the PD whereas teachers will create a binder of strategies and activities related to the common core to be utilized in the content area classes to differentiate instruction for the LTE's and SIFE students. Staff members will present these strategies and created materials at department meetings throughout the year. The goal is to create a binder or guide with on-line materials, academic vocabulary strategies, enhancements to the Judith Hochman work (specific to this population), and literacy practices that can be infused into existing curriculum utilizing the common core standards.

In addition to the new components of PD, we will continue the professional development to support the implementation of Achieve 3000 program into the daily curriculum. We will conduct professional development workshops on a monthly basis in the BEST Center and as needed in common time and department meetings as outlined in the LAP.

We will also be offering the professional development, Addressing the Needs of the English Language Learner, to thirty of our staff members who service our SIFE and LTE students. This workshop will give school leaders and teachers a clear understanding of the diverse instructional needs of the English language learners by looking at students at different language proficiency levels and differentiate instruction to address the needs in the four language domains. School staff will be engaged in strategically planning evaluations which will help identify specific teachers' strengths and weaknesses in teaching ELLs. As a result, teachers will be able to provide students with learning strategies that will promote student achievement. These strategies will address the needs of all English Language learners, including Special Education and gifted students.

In addition to the new components of PD, we will continue the professional development to support the implementation of Achieve 3000 program into the daily curriculum. We will conduct professional development workshops on a monthly basis in the BEST Center and as needed in common time and department meetings as outlined in the LAP.

The LAB/BESIS coordinator and Assistant Principal of English Language Learners will attend all the professional developments described above.

The effectiveness of the spread of the PD as well as that of the support offered to students in the program described above will be assessed by the after-school study/inquiry group consisting of administrators, teachers, and support staff. Findings will be discussed and recommendations will be made to the coordinators and Assistant Principals of the SLCs in terms of the strategies that are more or less effective for these students. This team will also track specific ELL data, share it with staff and plan professional development accordingly.

2. Our ESL teachers are forwarded the Office of English Language Learners professional development offerings e-mail. They have attended workshops and web conferences which focused on differentiation, building academic vocabulary and increasing text complexity. Judith Hochman also provides our staff with professional development for her writing strategies biannually. Achieve3000 also provides our staff with biannual professional development. All these trainings specifically important educational shifts noted in the Common Core, particularly the Hochman Writing program which focuses on creating evidence based arguments and the deep reading of texts.

3. Our school was specifically designed to help transition middle school students into high school and set them up for future success. Our small learning communities follow a group of freshman throughout their high school career. Teachers often have students multiple times during their 4 years at New Dorp High School. Each house is led by an assistant principal and guidance counselor. Our ninth period tutoring sessions, which are offered twice a week, helps provide students with any extra help they may

need. The staff of each learning community meets once a week to collaborate and focus on the needs of specific students, especially those who are considered at-risk. The structure of our school and schedule is extremely beneficial to our ELLs. The support and individualized attention they receive has led to great success, as seen in our NYSESLAT progress and graduation rate.

4. The Teaching Strategies for English Language Learners program is a professional development we administer which enhances instructional and assessment of all participating teachers. We fund this program implementation with Title III monies so our content area teachers can satisfy the 7.5 Jose P hours and 10 hours for special education teachers. Some of the topics in this intense study are as follows: Creating an ELL-Friendly Learning Environment, Strategies to Boost Reading Comprehension, Vocabulary Instruction, Grouping Options for ELLs, Instructional Design and Delivery, Assessment Practices, and Developing Partnerships with Families and Communities. Lastly, we send two teachers per year to the QTEL workshop. Teachers are paid teacher training rate to attend these workshops. We offer this professional development to those teachers who directly work with our ELL population.

## **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?
  1. Our parent workshops have had success at New Dorp High School. This year we are offering the following three workshops:
    - The College Application Process for the ELL parent
    - In-house Academic Support...Who, Where, & When for the ELL Student
    - Reading & Understanding your Child's Transcript for the ELL Parent

These three workshops will be two hours each. We will supply refreshments and incentives for the parents to attend. A guidance counselor/social worker, ESL teachers, ELL Coordinator and Assistant Principal will staff these workshops. Translations are available.

2. We have partnered with the Liberty Partnership program which offers free tutoring to our ELL students and parents. In order to translate important information to parents using bilingual staff members (named in question #1 of Part IV) and the D.O.E. translation hotline. Apps and websites are also used to help staff and parents communicate.

3. We use the Skedula website which allows parents access to their children's grades, anecdotes (behavior logs), attendance, credit accumulation, transcripts, and progress. This website allows parents to directly communicate with any staff member. We also send out all correspondence in the four major languages and provide translation for entitlement and placement letters as provided on the D.O.E. website. Over the past few years, we have sent out questionnaires as to how parents are involved/familiar with technology and asking them if they understand how to read transcripts. Based upon these responses, we have set up parent meetings.

4. We are currently in the process of creating a parent handbook in various languages. This handbook will include key facts each parent needs to know in order to have a successful high school career.

## **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.

Paste response to question here:

## Part VI: LAP Assurances

School Name: New Dorp High School

School DBN: 440

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deirdre A. DeAngelis	Principal		12/13/13
Deborah Cunningham	Assistant Principal		12/13/13
Donna LeChillgrien	Parent Coordinator		12/13/13
Lixia Li	ESL Teacher		12/13/13
	Parent		
John McLaughlin	Teacher/Subject Area		12/13/13
Arminda Francisco	Teacher/Subject Area		12/13/13
	Coach		12/13/13
	Coach		12/13/13
Lisa Auriemma	Guidance Counselor		12/13/13
	Network Leader		
Pamela Katzman	Other <u>Related Services</u>		12/13/13
Craig Simonetti	Other <u>LAB/BESIS Coord.</u>		12/13/13
Kathleen O'Connor	Other <u>Teacher/Spec. Ed</u>		12/13/13
Maria Torres	Other <u>Teacher/ESL</u>		12/13/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 31R440 School Name: New Dorp High School

Cluster: 5 Network: 563

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

### **Part A: Needs Assessment Findings**

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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.

Based on the information provided by the SLC staff, including teachers, guidance counselors, coordinators and attendance aides, as well as our Parent Coordinator, we have gathered specific student information in terms of their home-language needs. In addition, following a review of ATS "home language codes", we were able to determine the various translations needed to communicate effectively with parents/guardians. When there is a school wide mailing, letters are sent to the homes of students in the appropriate language. Letters are translated by school staff members and are sent out to parents/guardians within a 48 hour time period. In addition, school messenger is utilized in both English and Spanish for important messages that parents/guardians need to know.

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.

Based on the students emergency contact cards, home language surveys, school staff, and students themselves, New Dorp High School has determined that we need to provide oral and written translation to parents in the following languages: Albanian, Russian, Arabic, Chinese, Korean, Spanish and Urdu. Information specific to student progress and educational opportunities including effective communication at parent/teacher conferences, parent meetings and making home contacts is the major concern as identified by staff and parents. This information will be disseminated at faculty, SLC, and content area meetings throughout the school year.

## 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.

The need to provide translated versions of school information are priorities based on the needs communicated to us by parents whose home language is other than English. Translations for these have been and will continue to be obtained from either the Department of Education Translation Unit, outside vendors, or school staff based on availability. The school will provide translation letters for policy, regulations and informational notices including but not limited to half-days, graduation requirements, IEP meetings, administration memos and forms. Parents are also notified if they are unclear on how to fill out certain forms and items, they can visit the school and we will have someone assist them in their native language. If that is not a viable option, the school will utilize the Department of Education translation unit.

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

New Dorp High School will continue to provide oral translations at all parent/teacher conferences in six to eight dominant languages. This service will be provided by paraprofessionals and an outside vendor. Additional needs for oral translations will be provided by in-house staff and an outside vendor. PTA conferences and parent meetings will have additional staff at the events for translations.

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

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

## 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 Dorp High School	DBN: 31R440
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 171
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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Freestanding ESL program supports content area instruction in English for our ELL students. This year we are pushing in an ESL teacher to the Global History class for our ELL students. This collaboration will allow these non-English speakers the methodologies and supports from the ESL teacher while content is given by a history teacher. Both teachers work closely to ensure students aren't being left behind. Our ELLs are also supported during an additional 9th period tutoring session two days weekly in ELA and all of their content area subjects. The Achieve3000, Differentiated reading program supports classroom sessions in our computer rooms weekly during the school hours. Our goal is to have all students use Achieve3000 twice weekly as a support to all classroom work. Our success with Achieve3000 has been recognized city-wide and our students' reading scores have improved. Over the past four years of use this has proven to be quite beneficial to reading levels as shown by lexiles within the program. Our ESL teachers are continuously learning new approaches to meet the needs of our ELLs. One example is utilizing New Dorp's writing initiative. The program assists the students on how to become better writers while incorporating common core tasks. This program also aids in preparing the students for the new state exams which will begin in 2014.

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

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

\*An intensive Regents tutoring course will be held five Saturdays that precede the January and June administration of the Regents exams. ELL students who were not successful on the previous year's Regents will be invited to attend these three hour sessions that will target the areas of weakness to ensure success. ELL students who are taking the Regents for the first time are also encouraged to attend these rigorous sessions. These sessions will be led by a licensed ESL teacher and a content

## Part B: Direct Instruction Supplemental Program Information

specialist. An item analysis of previous exams will serve as the basis of the skill work needed for these sessions.

\*An after school program that will focus on a balanced literacy program with specific strategies

as it pertains to comprehension in listening, speaking, reading and writing for ELL students to increase their score on the NYSESLAT exam in the spring of 2012. This supplemental program will meet two times per week for one hour beginning in April. This program will be led by a licensed ESL teacher .

\* Cultural and social trips will be planned utilizing Title III funds such as museums, plays, and our spring social. These activities provide both an appealing, as well as educational venue, to bring together various New Dorp High School constituents including our ELL, Special education population and our Transitional Asperger Program. One of our goals is to foster improved socialization skills while providing confidence building arenas, by way of a variety of outdoor games and activities that lend themselves to a one day camp like setting. We are anticipating student/staff/parent involvement in the development of the itinerary of activities planned for these activities. Data reveals that "real life experiences" play a big role in the development of writing skills and has positive outcomes for their social/emotional development. Students become stronger writers when they share events that they have experienced first hand and can make text to life connections.

## Part C: Professional Development

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

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

Begin description here:

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

\*Through the SIFE grant in 2010-2011 New Dorp High School purchased "Teaching Strategies for English Language Learners" (secondary level)- A Professional Development Package. This professional development package can be and will be sustained this year by selecting 14 teachers that teach our ELL population. This development will enable teachers to build a classroom culture based on respect and trust, encouraging high expectations for all learners, and reflecting on curriculum and practice that will promote student achievement and strengthen the home-school connection. This professional development will provide forums for facilitating guided conversations based on shared information. Differentiated lessons geared toward the ELL population will be formulated within this professional development. This will be funded partially with the SIFE Grant.

\*Technology training will be offered to staff members that teach the ELL population with an emphasis

**Part C: Professional Development**

on interactive and hands on activities for the English language Learners. This training will be offered throughout the 2012-2013 school year.

\*Teachers will develop model lesson plans that will focus on creative use of questioning to encourage higher order thinking and responses from the ELL students as pertaining to the Common Core Standards. This professional development aligns with New Dorp High School's school initiative for the 2012-2013 school year which prioritizes questioning techniques in the new system of teacher effectiveness. In addition content area teachers collaborate with ESL methodologies throughout their lesson plans and alignment with the Common Core.

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

\* Beginning in January and running through June, ESL classes will be offered to parents of students at New Dorp High School one night per week for two hours. This class will be taught by a licensed and experienced teacher. In addition, a licensed social worker will be here to answer any questions the parents may have pertaining to their child. Parent meetings may also be held to accommodate working parents during the school day.

**Part E: Budget**

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

Allocation Amount: \$19500

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		

**Part E: Budget**

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

Allocation Amount: \$19500

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