



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NEW DIRECTIONS SECONDARY SCHOOL

DBN (i.e. 01M001): 09X350

Principal: JAMES WASLAWSKI

Principal Email: JWASLAW@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: NATHAN DUDLEY

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
James Waslawski	*Principal or Designee	
Tammy Nin	*UFT Chapter Leader or Designee	
Shawnica Phillips	*PA/PTA President or Designated Co-President	
Nahum Laureano	DC 37 Representative, if applicable	
Jose Bruno Hernandez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Hans Bernier	CBO Representative, if applicable	
Katrina Gonzalez	Member/ Parent	
Cheryl Meyers	Member/ Parent	
Linda Pacheco	Member/ Parent	
Nazeema Baboolall	Member/ Teacher	
Paul Allison	Member/ Teacher	
Ivan Jacome	Member/ Teacher	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, school-wide, we will have an aggregate attendance of at least 80%. This marks a net improvement of 18% over 2013 attendance, 14% improvement over 2012 attendance and 14% improvement over 2011 attendance rates for the aggregate of our students.

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.

We are a transfer middle / high school for over-aged 6th and 7th graders from Districts 7, 9 and 10. Our students range from 11 to 17 years of age. For 70% of our 6th graders it is their first time in middle school – they are still bringing a low aggregate attendance rate of 74% from elementary school. Attendance rates for our students as reported on a November 2013 RESI were: 63% for 2013, 66% for 2012 and 66% for 2011. 25% of our students did not take the ELA test last year and 28% did not take the math test last year while only 9 were not enrolled in the NYCDOE. A likely factor for no test score would have been absence on testing days.

Instructional Strategies/Activities

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

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

1. This is a school wide goal, encompassing all 111 students and as such our first strategy is to engage 4 Advocate Counselors and a social worker from Wediko Children's Services and assign three DOE employees to staff an attendance team that meets daily to review student attendance patterns and conduct outreach via phone calls, home visits, and family counseling. As part of this attendance improvement effort this team will also conduct daily advisory classes on a 20:1 ratio. In these advisory classes we have developed routines for youth to communicate needs, seek emotional support for struggles and to build a culture of connection in the school's context.
2. By February 2014, organize and implement an attendance improvement and maintenance incentive system that is part of our school's PBIS profile – rewarding students for improved attendance over a frequent number of short and long periods of school.
3. Create highly flexible learning goals that are not time-bound and are integral with an on-line mastery-based learning system for all core content classes (ELA, Math, Science, Social Studies) for every enrolled student by October of each school year. This goal-anchored learning model allows students greater access to school tasks, lessons, and school content 24/7/365 via our learning portal – NDSSonline.org. As a complement to this mastery-based asynchronous system each student is provided a laptop computer for use in school to access online content. Another key component of our mastery-based learning system is the Key Learning Competencies we are establishing for each subject area. Using all these components together we provide students with a chance to catch up if they have been absent from school over some period of time. Our courses and promotional criteria are NOT time-bound they are measured in terms of a quantity and quality of student work accomplished by a student. When a student demonstrates mastery of each key learning competency for a course, they have passed the course.

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

1. Wediko Program Director, Principal, six Advocate Counselors, Wediko social work intern and \$249,000 of NY State School Improvement Grant funds.
2. This incentive-system will be coordinated by our six advocate counselors, the Principal, the Wediko Program Director, and the School Business Manager along with our 11 teachers' buy-in and support. Students will also have input as to what the incentives are and how they will be carried out. The Wediko program office (Rm 101) will be used to coordinate incentive activities. \$9600 of School Support for OAPR students will be used to acquire the necessary incentives for the school year. In addition, the Play Rugby Inc program director will coordinate activities that make up our afterschool incentive offerings (arts clubs, sports teams, etc.). This will utilize \$51,000 of State SIG funds
3. I-Zone Asynchronous Learning Pilot personnel and Affinity Group member schools, 11 teachers, curriculum coaches from Re-Design Inc.(2), Eskolta (2), Principal. The consultants will utilize \$50,000 of State SIG funds and \$18,000 of Tax Levy Funds and \$8,400 of Title III funds.

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

1. September to January - 30+ attendance team meetings from our Monday/Wednesday protocol. 45 or more home visits to students below our attendance target. Plans from our daily advisory sessions (70+)
2. January to June 45+ attendance team meeting minutes and agenda; 60+ family attendance intervention meetings for students persistently below our attendance target. 6 Cohort advisory trips and projects each from one of the six months – January to June.
3. 100+ student incentive items distributed by June 2014; evidence from 12 or more student incentive team meetings resulting from a twice monthly meeting schedule; evidence from 6 behavioral campaigns focusing on our school's "core four agreements" (each of these three week campaigns will focus on specific behavioral mods

related to our Core 4 Agreements).

4. All core course to be accessible on NDSSonline.org by February 2014. All teacher tracking of grades and student academic coaching conferences to be done through our NDSS learning portal. Authentic Mastery Based Report Cards to be produced from our NDSS Portal data base and our use of learning competency rubrics.

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

1. Beginning summer 2013 staff put together the program schedule and structure for our advisory sessions. In January 2014 we will conduct a retreat with advocate counselors to assess the impact of our advisory sessions on student functioning in school and with respect to attendance. By May 2014 we will have a complete and revised advisory calendar and weekly structure plan for advisory sessions. Late spring 2014 we will begin our recruitment for new advisors for the following school year.
2. The first campaign to issue incentives will be the “Be Here” campaign. This behavioral modification campaign will focus specifically on student behaviors during Advisory session and Core C Learning Block (the end of our academic school day. It will run from December 9 to December 20 and from January 2nd through January 10th. The next campaign for “Be Connected” will run from January 13th through the following three weeks. Following this campaign will be the “Be Real” and then the “Be Great” campaigns each of which will conclude with an appropriate student assembly to acknowledge progress and effort. During each campaign incentive prizes will be given out during the weeks (school SWAGG, coupons, and movie days).
3. August 2013 implementation of NDSSonline.org and the New Directions Secondary School Google Plus community.
 - a. October-November 2013 30 to 50% of course tasks and support activities posted to NDSSonline.org.
 - b. December-February 2013 80% of course content posted through NDSSonline.org. Report card #2 for March 2014 will be generated from the mastery rubrics for each of our learning competencies
 - c. Spring 2014 new course content for 8th grade will be developed and piloted for NDSSonline.org – this course content will be available to advancing 7th graders who have mastered all of their learning competencies for specific seventh grade courses.
 - d. June 2014 100% course content accessed through NDSSonline.org portal.
 - e. Fall 2014 grades 6th through 8th course content in math, literacy and social studies available online in a mastery-based format. Science will be a mixed lab and online content class.

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

1. Twice weekly – Monday and Wednesday – case conferencing on high-profile attendance issues. Daily programming of advisory during the last 30 minutes of lunch. Outfitting room 101 to be an appropriate environment for students to engage in group counseling.
2. One advisory session per week will be used to address the incentives and progress towards specific behavior targets.
3. After school and Saturday workshops will be used to conduct the necessary support training sessions. Thursdays will have teachers meeting with Re-Design coach during the afternoon to work on specific lesson and instructional development goals.

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).

Our first strategy to improve parental involvement is to conduct weekly home visits during the first half of the school year and then to conduct in-school family conferences with students and their families to reconnect students to the school.

A second strategy to increase parental involvement is to include parents in the set-up, necessary fund raising and delivery of the student incentives in the form of school day and after school events and assemblies.

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

Goal and Action Plan #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, 60% (67 students) of our sixth and seventh graders will complete their current grade level courses in math, literacy, social studies and science in one year’s time. Of that number, 15% (10) will advance in their daily course work and begin the next grade level’s courses before the end of this school 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.

51 students have repeated a grade in middle school. Previously these students had track records of normal yearly progress when their attendance was above 80% and they were present for state testing. The majority of these 51 have not had an attendance rate over 60% in two years.

Instructional Strategies/Activities

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

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

1. Class size of no more than 17 students for all core academic classes.
2. Team teaching in classes which need extra support – special education, bilingual or classes with very over-aged or non-proficient ELL students.
3. Extra in-class support personnel to assist with one-on-one tutoring and language support.
4. Asynchronous class design allowing students choice to work on tasks with which they experience the most success first and those with which they need the most support when the support is available.
5. Weekly academic coaching sessions with teachers during learning lab 1 and 2. These sessions are designed to teach work habits leading to success and promote student ownership of performance and effort.
6. Before and after school opportunities to complete work that is available online with their school laptops.
7. Reading intervention classes after school and on Saturdays for ELL students.

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

1. Seven core instructional/cohort teachers plus a push-in special education teacher and an ESL teacher.
2. Two dedicated “talent” teachers, one for visual art and one for Physical Education.
3. Three contracted talent teachers in the arts, two for dance and one for theater arts.
4. Seven non-ICT class settings per day with team teachers for a teacher to student ratio of 1:8.
5. Six young adult in-class volunteers to mentor and tutor challenging students.
6. Two 30 minute lab periods per day for focused academic coaching by core teachers.
7. After school academic support classes for 90 minutes on Tuesdays, Wednesdays and Thursdays. Saturday classes beginning in February and AM classes in January.
8. Structured guided reading courses three times a week in four of five literacy classes

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

1. Student progress report data in weeks six, fifteen, twenty six and twenty-four will be used at staff retreat and meetings to analyze progress and make plans to redirect students towards on track performance.
2. NDSS online tasks will be reviewed every Thursday morning at our Student Progress Meetings to assess student need and progress with discussion
3. Student feedback from academic coaching sessions will be documented and used in strategy planning among staff
4. Student attendance at after school, before school and Saturday school opportunities.
5. 20% at “Mastery” and 45% “Approaching Mastery” grades for Report Card #2 and 45% at Mastery with 20% Approaching for Report Card #3

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

1. August 2013 Cohort Design meetings held with teachers
2. August – September 2013 Program Schedule with team teaching placements was formulated
3. September – October 2013 Young Adult in-class mentor recruitment and training by Learning Leaders
4. Spring 2013 and on-going through 2014 Asynchronous Class design training and planning in conjunction with I-Zone
5. January 2014 Academic Coaching pilot in every math and literacy class begins
6. December 2013 – Three times weekly after school support classes begin.
7. November – guided reading training with AUSSIE Olivia A. begins with in-class implementation by 11/20/2013.

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

1. Four weeks of professional development courses provided to all new staff members in July and August 2013
2. Talent course structure and programming devised in collaboration with Eskolta and Play Rugby Staff members.
3. SIG funds used to support the placement of three arts teachers from Play Rugby Inc.
4. School funds used to engage Learning Leaders for the training of our in-class mentors

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).

Saturday classes in January and February will offer ESL classes for adults – opening our Saturday program to parents and family members
Extended conversation Parent-Teacher conferences for the fall and spring

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
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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 2014, we will develop, pilot, assess, revise and implement on a daily basis a unique and specific instructional model which employs blended learning within structured teaching blocks to ultimately support student language development and to promote student-led discussion and with associated teacher-supported independent work on rigorous grade-level tasks.

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.

It is documented (<http://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>) that student attention to course work can be enhanced by frequent interaction with technology. Thus, we provided every student with a laptop computer so they are able to engage in our online course content and tasks – each day. Furthermore, we see students being unfocused when outside of course content (when they do not have direct, structured lessons that model samples of finished work products and develop specific academic skills necessary for content mastery.

Instructional Strategies/Activities

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

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

1. Join and participate in the DOE's I-Zone Asynchronous and Mastery-based Grading Pilots to provide a network of schools, coaches and teachers for us to study best practices.
2. Provide over 40 hours of instructional model training using CUNY IEB, Re-Design, Eskolta and the Framework for Effective Instruction beginning in the summer 2013 and continuing through the school year at weekly meetings and quarterly retreats.
3. Engage the services of a website developer to build the Moodle-based NDSSonline.org school domain, at which we post all online academic content.
4. Conduct three school-year retreats to design and assess the development of our curriculum in conjunction with this unique and specific instructional model.

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

1. Lead teachers from literacy (P. Allison) and math (Nazeema Baboollal and Jordain Addison) to join our I-Zone Asynchronous and Mastery Based Learning Pilots
2. One coach from CUNY IEB for language development, One coach from Re-design for curriculum implementation and instructional model development, and two coaches from Eskolta to support the development and implementation of our curriculum and instructional model.
3. One web designer from Tech-Right communications to build our Moodle web portal and to assist with the training of staff to use it. Staff liaison to assist with the portal implementation
4. Use of specific contracted coaches, the principal and key teachers to organize and execute the staff retreats.

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

1. Monthly attendance at I-Zone Affinity group events. Inter-visitations with other I-Zone schools.
2. 90% or better attendance at planned PD events and retreats from summer through the following spring.
3. Full scale use of NDSSonline.org to present content, collect student work and give feedback on work by April 2014
4. 90% or better attendance at the three all staff retreats.

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

1. July 2013 join I-Zone for on-going support through the school's entire development phase of four years - 2017.
2. Summer PD in July and August using the listed vendors; On-going in-class coaching and workshops through spring of 2014. Summer 2014 workshops.
3. July 2013 begin work on NDSS portal June 2014 complete the training of staff required for us to upload and changes courses, course content and for assessing students.
4. December, April and June retreats with staff to conduct program assessment and design actions.

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

1. SIG funds to pay for instructional and curricular coaches.
2. Per-session funds to pay for teacher time in the summer, after school and on weekends.
3. Tax Levy and Title I funds to purchase professional development books, videos and pay for substitutes to cover classes and conduct during school day training sessions.
4. Organize and conduct all staff retreats with funds from Tax Levy and the NY State School Improvement Grant

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).

NDSS online portal allows parents to see everything their child has done in school as well as what was assigned by each teacher. Extended time parental conferences are used to discuss progress and strategies for student improvement.

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

- 1.

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

- 1.

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

- 1.

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

- 1.

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

- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided reading practices; Reciprocal Reading; close reading; academic coaching	Small group within class and as a pull out for bilingual education, ESL and SPED; one-to-one for academic coaching	During school day in Learning Labs 1 and 2 and within the Core Literacy Block After school on Tuesdays, Wednesdays and Thursdays
Mathematics	Practice work and drills within small groups	In Learning Labs 1 and 2 in a one-to-one format	During the school day and after school on Tuesdays, Wednesdays and Thursdays
Science	Scaffolded reading and interpretation of text and task with follow up on completing work assignments	Small group and one-on-one support tutoring	In class and during Learning Labs 1 and 2 every other day; also done after school on Wednesdays and Thursdays
Social Studies	Scaffolded reading and interpretation of text and task with follow up on completing work assignments	Small group and one-on-one support tutoring	In class and during Learning Labs 1 and 2 every other day; also done after school on Wednesdays and Thursdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Weekly one-on-one counselor sessions with Advocate Counselors and ALL students in addition to daily Advisory Sessions for every student.	One-on-one and small group	During the school day and after school with the Mandated Counselor for SPED

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As a new school we posted a detailed job description including a program description that outline staff commitments and needed background A hiring committee of Union Representatives, Network Personnel and the Founding Principal vetted resumes and panel interviewed and selected qualified candidates as outlined in the NDSS job posting For retention we have engaged the services of five professional development vendors (Gen Ready, Re-Design, Eskolta, Cuny IEB and Wediko Children's Services) to train and coach staff on every aspect of our school model and student culture. These initial trainings began in July and continue through the end of the 2014 school year.

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).
Professional development will be provided by Re-Design to help staff implement and appropriately modify our instructional model based on the Framework for Effective Instruction Language development PD will be provided by the CUNY Institute for Emergent Bilinguals Reading instruction and literacy curriculum development was provided by Gen Ready (formerly AUSSIE) throughout the year Asynchronous learning and mastery-based grading PD is provided by I-Zone Pilots Weekly program impact and student progress meetings continue our focus on instruction and assessment of student learning to evaluate the effectiveness of our PD and efforts

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are used in conjunction to more effectively address the teacher professional development and support efforts (Title I, Title III, Tax Levy and State SIG) using both contracted CBO's and experts as well as internal DOE services. Additionally coordination of funds takes place with direct services to students. We use title I funds to intensify and broaden our efforts that are supported by state and local funds and services.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We devised our own Periodic Assessment system for our unique Mastery-based Learning Model with the support and guidance of Eskolta. Teachers participated in two training sessions in the summer and on-going assessment meetings during the school year to better devise student progress measures and to analyze them appropriately for next steps. For MOSL we met and discussed the options in the summer and staff chose as indicated in our MOSL profile.

TA Schools Only

Use of Program Resources

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

Wediko Children's Services utilizes over 90% of these funds to support the "on-boarding" process of our new students to this new school in its first year. These funds paid for 5 Wediko staff members to be present to implement the Advisory Structure and provide one-on-one counseling to our new students. By design, 100% of our students fall into a category which qualifies them as at VERY high risk of drop out. They are all over aged for their grade and over 70% are at level one in both tested subjects. Wediko's work assisted students to "land" in school and to begin to identify academic, personal and social goals that keep them interested in school.

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).

The TA program is coordinated with our regular school program in every way. By design, everything about our school is set up to support our 100% TA student population

Parent Involvement Policy Of New Directions Secondary School

2014

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

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

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

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

- holding an annual Title I Parent Curriculum Night and School Day;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events such as ESL classes on Saturdays and other Science or Art expositions;
- establishing a Parent Resource 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;

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently and flexibly, provided very low teacher to student ratios of 17:1 or 8:1;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 350
School Name New Directions Secondary School		

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

Principal James Waslawski	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Laura Lusardi (ESL teacher)	Guidance Counselor Froylan Figueroa
Teacher/Subject Area Sefora Wilson-King (Bilingual)	Parent type here
Teacher/Subject Area Jordain Addison (ESL teacher)	Parent Coordinator Jose Gonzalez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	96	Total number of ELLs	40	ELLs as share of total student population (%)	41.67%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							2	2						4
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							6	6						12
Pull-out							1	1						2
Total	0	0	0	0	0	0	9	9	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	15
SIFE	2	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	12

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	10	0	0	1	0	1	2	0	0	13
Dual Language										0
ESL	4	0	1	13	2	8	10	0	5	27
Total	14	0	1	14	2	9	12	0	5	40
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	12						13
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	1	12	0	0	0	0	0	13

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	10						24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2							2
TOTAL	0	0	0	0	0	0	17	10	0	0	0	0	0	27

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)							1	12						13

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)							3	4						7
Advanced (A)							14	6						20
Total	0	0	0	0	0	0	18	22	0	0	0	0	0	40

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					
	I							1	0					
	A							6	5					
	P							9	3					
READING/ WRITING	B							1						
	I							6	6					
	A							9	2					
	P							0	0					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16				16
7	6				6
8	0				0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	16		1						17
7	6		0						6
8	0		0						0
NYSAA Bilingual (SWD)									0

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

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

New Directions Secondary School (NDSS) uses Fountas and Pinnell to assess ELL early literacy skills. The data gathered from this assessment tool is used to identify ELLs that need to focus on basic literacy skills in English (phonemic awareness, vocabulary, fluency, and comprehension). Data obtained from the Fountas and Pinnel assessments is used to determine the level at which the students are reading and serves to group students based on literacy level in the transitional bilingual program and in push-in classroom instruction. Pull-out ESL groups are also organized based on literacy level. Data allows teachers to plan the language and literacy curriculum.

After reviewing and analyzing the assessment data obtained from the Fountas and Pinnell assessment tool,

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

Examining the NYSESLAT results in the four modalities--listening, speaking, reading, and writing--students typically achieve a passing score on the speaking/listening section of the NYSESLAT before they achieve an advanced or passing score on the reading/writing section. ELLs in the sixth grade scored higher across all modalities of the NYSESLAT than ELLs in the seventh grade. 17 students scored Advanced, 6 students scored Intermediate, and 2 students scored Beginner on the 2013 NYSESLAT.

Examining the results of the LAB-R, all newcomers were unable to take the LAB-R (11 students tested but were unable to answer any questions). The same students scored an average of 11/18 correct on the Spanish LAB-R listening and an average of 12/20 correct on the Spanish LAB-R writing.

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](#))

Patterns across NYSESLAT modalities demonstrate that additional instructional time needs to be dedicated to development of ELL reading and writing skills, according to the needs of each group or individual. Information about Annual Measurable Achievement Objectives has not been provided as of yet by the NYSED.

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?

Twenty-two (22) ELL students were assessed with the NYS ELA exam. All twenty-two students scored at level one. Twenty-three (23) ELL students were assessed with the NYS Math exam in English. One student scored at level two and twenty-two students scored at level one. There is no pattern across proficiencies and grades (nearly all students at level one.) The implication for instruction is that teachers must continue to support ELL students with their development of learning strategies, skill development, and content knowledge according to the needs of individual students and groups.

The results of the ELL Periodic Assessments give comprehensive information about how well ELLs are developing their reading, writing, and listening skills. Results provide information on how to appropriately design instruction to meet the NYS ESL and ELA standards. In the Transitional Bilingual Program and Free Standing ESL programs, results from periodic assessments of ELLs are used to plan lessons that target specific skill development and concepts in which the students are deficient. ELLs scored lower on the ELA periodic assessment than they did on the native language exams in math and science. Teachers and the school leadership team use the results of ELL periodic assessments to plan after school instruction that targets ELLs language development.

In the Transitional Bilingual Program, native language is used in varying degrees corresponding to English proficiency level to provide content instruction and skill development. For example, the native language is used about 75% of the time (English 25%) with new arrivals and Beginners in order to draw from students' existing literacy skills and knowledge. Advanced students in the Transitional Bilingual Program use Spanish about 25% of the time (English 25%).

In the Free Standing ESL program, instruction that targets specific content and skill development is provided in English with support in the native language, according to individual student need. For example, materials (handouts, powerpoint presentations, worksheets) are typically translated into Spanish to support ELLs.

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?
Proficiency level-based language instruction in the four modalities (listening, speaking, reading, writing) is consistently integrated with grade level content instruction in all subjects (ELA, math, science) to provide a challenging and engaging instructional environment for ELLs. All content teachers meet weekly to review student work and discuss integration of English language skill building into every class. Language objectives are integrated with skill development and content learning objectives in every class. Learning tools, including transferrable metacognitive strategies, think-alouds, graphic organizers, and structured overviews, are utilized with ELLs to maximize integration of content and language objectives. Counselors and teachers obtain information on each ELLs' educational history/background and use this knowledge to provide instruction that best meets the needs of individual students. The interview with parents/guardians is used to obtain information on ELLs' educational history and background.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We will use the NYSESLAT to evaluate the success of our program (students should increase scores/levels in all modalities). We will also use the ELA and NYS math tests to inform the LAP, guide our instruction and meet the needs of all students. We will use test result data, parent feedback, and individual student progress to help us evaluate the overall success of our ELL program.

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.](#))
At the point of registration for a newly admitted student (first time into the NYC Public School), NDSS follows NYCDOE standard operating procedures for the identification of ELLs within the 10 day time frame as delineated under CR Part 154. Assigned to registration are counselors, the parent coordinator, the ESL teacher, office staff, and an administrator. The parent coordinator and the ESL teacher are also available for Spanish translation, the dominant language of the community. Parents are provided with a Home Language Identification Survey to complete, indicating the language that the student speaks, reads, and/or listens to most of the time. The Home Language Survey is reviewed by the NYS Certified ESL teacher to determine eligibility for testing with the LAB-R. The parent is then advised by the ESL teacher that within 10 days of registration, students are assessed with the LAB-R. The ESL teacher administers the LAB-R test within 10 days of the child registering. Spanish speaking students that score below proficiency on the LAB-R are administered a Spanish Lab to determine language command. If the student is eligible for ESL services, parents are sent an Entitlement Letter indicating the child's score and the date of the Parent Orientation. Once ELLs are identified, the students are placed in a bilingual class or provided with ESL services. Students' placement in a program is primarily guided by parent/guardian surveys. If a parent/guardian does not select a program, ELLs are placed in the

transitional bilingual program. If the student receives a proficient score on the LAB-R , a Non-Entitlement Letter is sent to the parent indicating that the child is not eligible for ESL services.

If a child is registered at NDSS but has attended a NYC public school in the past, the child's exam history will be sought using the SBIO feature on the NYCDOE ATS. Of particular interest are the instructional program that the student was enrolled in prior to coming to NDSS and the student's NYSESLAT results. Counselors, the parent coordinator, the ESL teacher, office staff, and an administrator are assigned to registration.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
After identifying students entitled to services based on the LAB-R, parents are invited to the Parent Orientation Meeting within the first 10 days, where the ESL teacher (Laura Lusardi) and the Parent Coordinator (Jose Gonzalez) are present. The ESL teacher speaks Spanish, the dominant language of the community. During the Parent Orientation Meeting, a NYCDOE Parent Orientation video is shown in the parents' native language, explaining the features of TBE, DL, and ESL programs offered at NYCDOE schools. In addition, parents are given a translated brochure outlining the available language programs through the NYCDOE. The orientation meeting is conducted within the first 15 days of school after a child has been registered. In addition, the Parent Orientation Meeting will be repeated at an alternative time and each month that students entitled to ESL services and new to the NYCDOE are registered at NDSS. The parent coordinator and the ESL teacher conduct outreach to parents reminding them of the importance of attending the Orientation Meeting. If a parent fails to attend, further outreach is conducted and additional letters are sent home.
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](#)].)
Parent Survey and Parent Choice Letters are distributed at the onset of registration and during the Parent Orientation Meeting, where the ESL teacher (Laura Lusardi) and the Parent Coordinator (Jose Gonzalez) are present. After viewing the Parent Orientation Video and reading the parent brochure in their native language, parents are given the opportunity to ask further questions about the programs. Parents are given the Parent Survey and Program Selection forms, and are asked to select the program that they would like for their child. The Parent Coordinator and ESL teacher are responsible for generating and sending the letters and for collecting them from students. The Parent Choice Letter is placed in the student's folder and copy is placed in a binder that is stored in the ESL room. Placement letters are then sent home to each child indicating the language program that the parent has chosen. The ESL teacher is responsible for generating these letters. Any parent who fails to return the form signed indicating a program of choice will be informed in writing that their child is being placed in the Transitional Bilingual Program, as per CR Part 154. Continuation letters based on the data from the previous school year's NYSESLAT results are distributed to parents at the onset of the school year. The ATS report RLER is used to determine NYSESLAT eligibility.
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.
Parents are provided with information in their native language regarding their child's academic performance on language acquisition. Parents are invited to a meeting in which they will receive information on the three instructional models (TBE, Dual Language, Free Standing ESL), watch the orientation video, and read the parent brochure. Parents will be given a form to select their program of preference. The ESL teacher (Laura Lusardi) and the Parent Coordinator (Jose Gonzalez) are both present at the information session, and both speak Spanish, the native language of the majority of ELL parents. Translation/Interpretation services are provided as needed to parents of ELLs that speak other languages. Once information is compiled, the ELPC screen is updated in ATS within 20 days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ATS report RLAT is used to determine student eligibility for the NYSESLAT. All English language learners, regardless of physical location, classification as disabled, or number of years of service, will be administered the NYSESLAT each year until proficiency is attained as reflected in the score achieved on the NYSESLAT. Copies of the NYSESLAT will be ordered in November through the NYSESLAT portal and the sections (speaking, listening, reading, writing) will be administered each spring according to the administration schedule. Scoring and submission of questions and answer sheets will take place according to the administration schedule as outlined in the 2013 NYSESLAT School Administrator's Manual.
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. 

The trend in program choice that parents have requested is divided between TBE (2 out of 4 responses) and Free Standing ESL (2 out of 4 responses). Program models at NDSS (TBE and Freestanding ESL) are aligned with these parent requests. Parents that have not completed the Parent Survey and Program Selection forms will continue to be contacted in writing and invited to upcoming Parent Orientation Meetings. Additionally, the ESL teacher and Parent Coordinator will continue to reach out to parents by phone to stress the importance of completing the forms and attending an orientation meeting.

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])?

NDSS offers Transitional Bilingual Education and Freestanding ESL Push In/Pull Out Models of Instruction.

In the TBE Program, sixth and seventh grade students are grouped heterogeneously (NYSESLAT proficiency levels range from Beginner to Advanced) and travel together as a cohort. The languages of instruction are Spanish and English. The TBE program's English language arts and social studies classes use a push-in model and are cotaught by a certified bilingual and special education teacher (Ms. King) and a certified ESL teacher (Ms. Lusardi). The TBE science class is also push-in and cotaught by a certified Science teacher (Mr. Jacome) who is bilingual (English/Spanish) and a certified ESL teacher (Ms. Lusardi). Students with a Beginner proficiency level receive additional pull-out ESL services with a certified ESL teacher (Ms. Lusardi) for 30 minutes every other day.

In the Freestanding ESL Program, sixth and seventh grade students are grouped heterogeneously based on NYSESLAT proficiency levels and ELL and non-ELL students travel together as a cohort. English is the dominant language of instruction, with specific support given in the native language (Spanish) to students by certified ESL or certified bilingual classroom teachers. Math, social studies, and English language arts classes with ELLs are cotaught by a certified ESL teacher (Ms. Addison) and a certified bilingual teacher (Ms. King) throughout the day. Lessons and assignments are differentiated for all English Language Learners through this co-teaching model. Students in the Freestanding ESL Program with a Beginner level proficiency level receive additional pull-out ESL services with a certified ESL teacher (Ms. Lusardi) for 30 minutes every other day.

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)?

ELLs in the TBE Program receive 60 minutes of ELA instruction each day and 60-90 minutes of social studies or science instruction each day with a certified bilingual teacher and/or a certified ESL teacher. Beginner ELLs receive an additional 30 minutes of pull-out ESL instruction every other day (total is 135 minutes/day).

ELLs in the Freestanding ESL Program receive daily push-in ESL services in content areas of ELA, social studies, and/or math by a co-teacher certified in ESL or bilingual education. Beginner level ELLs receive an additional 30 minutes of pull-out ESL instruction every other day with a certified ESL teacher. Minutes received are aligned with weekly required minutes according to the student's proficiency level data from the NYSESLAT.

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.

All content in each program model is aligned with the Common Core Learning Standards. Given the high percentage of ELLs and varying English proficiency levels at NDSS, the workshop model approach is used during instruction and ELLs are often grouped according to NYSESLAT proficiency levels. Teachers also receive weekly support and professional development from the Literacy Coach.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL language proficiency is assessed using the NYSESLAT as well as individual assessments by the ESL and bilingual teachers. Those ELLs that are assessed as in need of testing in their native language are provided with native language translations of periodic assessment tests and NYS Math and Science exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs take the NYSESLAT during the spring and are assessed in all four modalities of English acquisition. Additionally, daily instruction provided by ELA teachers integrate Common Core Learning Standards objectives with NYS ESL Standards language objectives, integrating content with the four modalities of English acquisition (listening, speaking, reading, and writing.)
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).

Instruction is differentiated for ELL subgroups (SIFE, newcomers, 4-6 year ELLs, and 6+ year ELLs) based on NYSESLAT data and individual assessment of student needs. The ESL and bilingual teachers uses NYSESLAT scores results to assess areas that need improvement and differentiate instruction accordingly.

SIFE students at NDSS receive an individualized plan based on data collected using NYSESLAT results and assessments of individual teachers. SIFE students are placed in small groups during instruction according to their specific academic needs. Students receive explicit instruction of the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Standards-based lessons will be adapted using leveled reading material, in a way that the most important information is clear to the students. Native language content and literacy instruction is used to build up the second language.

Newcomer (less than three years) ELLs at NDSS tend to be in need of literacy skill development (in the native language and in English). Teachers provide these students with literacy skills and content knowledge in the native language while learning the second language, English. NDSS creates a supporting environment with multiple opportunities for growth using small group instruction that is data based and that is aligned with students' needs. We also provide after school language enrichment.

ELL students with 4-6 years and more than 6 years at NDSS have developed basic conversational skills (listening, speaking) but have yet to have developed along a similar path in reading and writing. Students that have been ELLs for 4 or more years receive differentiated instruction that focuses on developing skills to support successful academic reading and writing. To meet this language and academic gap, we use the NYSESLAT data analysis in listening, speaking, reading, and writing, to create individualized plans and select and use the appropriate skills and strategies needed for learning a particular modality. Language development is integrated across the curriculum. Vocabulary is taught before any lesson or learning occasion. Teachers select and categorize vocabulary by tier 1, 2, 3, which helps to determine easy or difficult words that need to be taught before the lesson/reading. Bloom's Taxonomy questions is integrated into lesson plans and tests, emphasizing higher level thinking.

Former ELLS (1-2 years after testing proficient) will continue to be assessed by teachers to determine need of additional support in any of the four modalities of English acquisition (speaking, listening, reading, writing). Additionally, need of testing accommodations available for up to two years after testing proficient (bilingual glossaries, additional testing time, etc.) will be continuously assessed.

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?

Teachers of ELL-SWDs differentiate instruction and provide several instructional strategies including visuals, manipulatives, additional work time (time to think/translate in both languages), test taking time, and one-on-one time with the teacher. Language development is integrated across the curriculum. Vocabulary is taught before any lesson or learning occasion. Teachers select and categorize vocabulary by tier 1, 2, 3, which helps to determine easy or difficult words that need to be taught before the lesson/reading. Read aloud will be conducted about the topic being taught to reinforce concept and vocabulary. Technology is used to support ELLs in every class: all students are provided with a laptop, and have access to school websites that with translated material, content specific ESL websites, myOn reader (assesses lexile level and provides students with reading material in Spanish and English).

Teachers of ELL-SWDs work closely with the ESL teacher (Laura Lusardi) to make sure that materials appropriate for subgroups (Beginning/Intermediate/Advanced ELLS) are provided and are content specific. The ESL teacher also works with the science and math teachers to ensure that materials for the transitional bilingual cohorts are provided in Spanish if necessary.

Ms. Lusardi meets with the special education teachers (Ms. Baboolall, Mr. Hicks, and Ms. King) to ensure that ELL-SWDs whose IEP mandates ESL/Bilingual instruction receive appropriate program requirement/hours and to coordinate all services mandated

ont heir IEPs.

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?

We provide learning lab time for one-on-one instruction for ELL-SWDs. We also use a coteaching model, which enables ELLs-SWDs to work individually or in very small groups with the special education teacher to receive additional instructional time in the subject or skill of major need. Our school ensures that flexible programming is used to maximize ELLs-SWDs time spent with non-disabled peers by placing them integrating them in elective classes with peers. Elective classes change every semester, providing ELLs-SWDs with opportunities to work with different peers. ELLs-SWDs are placed in ICT classes using the following criteria: ELLs-SWDs' needs are continually addressed by closely reviewing the students' Individualized Educational Plans (IEP).

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We support the Common Course literacy curriculum with resources and activities that address the needs of our ELL students such as collaborative learning techniques, leveled books that accommodate diverse reading levels, and scaffolded support. Instruction places a strong emphasis on strengthening reading comprehension skills, increasing vocabulary, developing critical thinking skills, and learning to write in the academic register. In math, effort is put into building a strong foundation in basic math skills necessary to master the core topics of their respective grade. In all subjects, ELA and content areas, we build an understanding of vocabulary words through context reading or direct teaching. Beginner ELLs receive targeted intervention in content specific vocabulary (science/math) during 30 minute ESL pull-out classes. We make data-driven decisions for whole group, small group or one-to-one instruction. All interventions will be conducted in the language the students comprehend better. The native language is consistently used in intervention programs: the majority of the teachers at our school speak Spanish (the native language of most of the ELLs in our school). Materials are translated into the native language by individual teachers and the ESL teacher.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL teacher (Laura Lusardi) reviews ATS data weekly and meets with each classroom teacher to ensure that they are aware of ELLs in their classes. Ms. Lusardi also works with individual classroom teachers (especiall math and science) to ensure that materials appropriate to ELLs' level is being provided to students.

11. What new programs or improvements will be considered for the upcoming school year?

As NDSS continues to expand, we will consider the addition of native language classes.

12. What programs/services for ELLs will be discontinued and why?

Because we are a new school, we are not planning on discontinuing programs/services for ELLs until we have sufficient data on student progress.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs through the support of teachers and other school staff who are dedicated to fostering a language learning community. Students are provided with information on school programs, clubs, and supplemental services in their native language. Most NDSS teachers and staff are bilingual and are dedicated to reaching out to ELLs in Spanish in order to include them in after school programs. Teachers invite ELLs to participate in clubs, programs, and supplemental services by visiting all classrooms and speaking with ELLs in native language. ELLs also receive counseling and advisory group with a counselor (in native language) and are informed about and encouraged to particiapte in program by counselors. Parents of ELLs are also provided with information about clubs, programs, and supplemental services in their native language. In addition, the bilingual teacher (Ms. King) is offering a weekly after school supplemental ESL review club open to all ESL students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Each student at NDSS is provided with a personal laptop. Other instructional materials that support ELLs include leveled reading books, bilingual classroom libraries, and ESL textbooks. Students use myOn reader, which provides leveled books in Spanish and English. Individual content area materials are translated into Spanish by teachers and by the ESL teacher.

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

In the TBE program model, native language support is delivered using direct instruction in Spanish as well as native language texts from the classroom library. Students receive native language support according to their NYSESLAT level (obtained from ATS by the ESL teacher). Beginner students/new arrivals receive 25% English and 75% Spanish instruction, and the percentage of instruction in English will increase as students progress through the program.

In the Free Standing ESL program, native language support is provided to individual students through differentiated instruction. This often includes translating of select materials and/or carefully selected texts that are aligned with ELL English proficiency levels. Free Standing ESL students also have access to native language texts from the classroom library.

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

We are a new school and currently have only sixth and seventh graders. One of the factors taken into account in the organization cohorts is student age, and ELLs are grouped based on age in order to provide them with an age appropriate learning environment. Students at NDSS attend daily advisory class, and advisory groups are organized so that students of similar ages meet together.

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.
NDSS hosted a Summer Bridge program for students. All students registered for the fall were encouraged to attend and this provided newly enrolled ELL students with an opportunity to connect with teachers, staff, and other students prior to the first day of class.
18. What language electives are offered to ELLs?
We are in our first year and at this point there are no language electives being offered.
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)?

N/A

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.

ELL personnel at NDSS (Laura Lusardi, Sefora Wilson-King, Tammy Nin, and Jordain Addison) receive weekly professional development from a Literacy Coach and a Curriculum Coach in which they work on the alignment of curriculum and instruction to the Common Core Learning Standards. In addition, ELL personnel attended a summer professional development workshop presented by CUNY-New York State Initiative on Emerging Bilinguals. ELL personnel receive updates on ELL trainings and are encouraged to schedule the minimum 7.5 hours of ELL training. We are a new school and still do not have students transitioning from middle to high school. As we continue to add grades, ELL staff will be provided with support to assist ELLs as they transition to high school.

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?

ELL parents are provided with forms (the Home Language Survey and Preferred Language Form at Registration), allowing NDSS to foster parental involvement by providing parents with school correspondence in their native language. Needs of parents are evaluated on an individual basis by teachers, staff, the parent coordinator, through direct communication with parents in Spanish. This October, NDSS hosted Curriculum Night and Open School Week, and parents were encouraged to come to the school to visit their child's classes and meet teachers and other NDSS staff. Additionally, NDSS reaches out to parents in order to include them in the School Leadership Team and the PTA.

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.

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Waslawski	Principal		11/15/13
	Assistant Principal		1/1/01
Jose Gonzalez	Parent Coordinator		11/15/13
Laura Lusardi	ESL Teacher		1/1/01
	Parent		1/1/01
Sefora Wilson-King	Teacher/Subject Area		11/15/13
Jordain Addison	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Froylan Figueroa	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01