



**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

<b>DBN: (i.e. 01M001):</b>	<b>02M543</b>
<b>School Name:</b>	<b>NEW DESIGN HIGH SCHOOL</b>
<b>Principal:</b>	<b>SCOTT CONTI</b>

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 02M543  
School Type: Limited Unscreened Grades Served: 9-12  
School Address: 350 Grand Street, NY, NY 11201  
Phone Number: 212.475.4148 Fax: 212.674.2128  
School Contact Person: Scott Conti Email Address: sconti@schools.nyc.gov  
Principal: Scott Conti  
UFT Chapter Leader: John Istel  
Parents' Association President: No PA Elected for 2014-2015  
SLT Chairperson: Scott Conti  
Student Representative(s): Niomi Jackson, Kabrika Thomas

**District Information**

District: 02 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 Seventh Avenue, Suite 711, New York, NY 10001  
Superintendent's Email Address: mbradbu@schools.nyc.gov  
Phone Number: 212.356.3763 Fax: 212.356.7514

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 561 Network Leader: Derek Jones

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Scott Conti	*Principal or Designee	
John Istel	*UFT Chapter Leader or Designee	
No Active PA	*PA/PTA President or Designated Co-President	
Michael Casiano	DC 37 Representative, if applicable	
Niomi Jackson, Kabrika Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nilsa Vazquez	Member/Parent	
Jenniel Perez	Member/Parent	
Karem Dumay	Member/Parent	
Elizabeth Gonzalez	Member/Parent	
Nick Di Santo	Member/Staff	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
●	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
●	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
●	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
●	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
●	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
●	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

#### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

#### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

New Design High School is a 9-12 limited unscreened school located in the Lower East Side of Manhattan with 445 students with a focus on design education and youth development. The school is predominantly Black and Hispanic (92%) and 25% of the population has IEP's. Over 70% of students are eligible for free lunch and the average incoming ELA proficiency in English is 2.36 and Math proficiency is 2.17. The school is committed to creating a vigorous life preparatory design high school that empowers students with the skills, tools and capacities to create attainable life plans. The school partners with two long-term community based organization, Community of Unity and Urban Arts Partnership, in order to achieve its mission.

The school's graduation rate has been steadily improving over the last three years with the class of 2014 rate being 83%. That graduation rate places the school in the 82.9% of its peer range and in the 72% of all high schools citywide. The school also is proud of its English program. Based on Regents pass rates, the school is in the 100% for its peer group and 90% range for the city. The school has also been developing a very strong social and emotional growth program to support students' academic achievement. Initiatives include a school-wide coaching of students program, a grade level Design for Life Program as well the incorporation of restorative justice principles into the curriculum, systems and structures of the school. Lastly, the school has created significant time for staff collaboration with grade level teams, academic departments, cross curricular teacher driven professional developments and advisory teams meeting regularly.

The school has set a 90/90/90/90 or 90x4 goal for the year. The main goal is to reach 90% graduation rate. It is targeting having 90% attendance, 90% course pass rates and 90% Regents pass rates in order to achieve this. There are some significant challenges in reaching this goal. The school's graduation rate is hovering between 75%-85%. The school will need to create more support structures, especially for students in the lowest third, if the graduation rate is to climb to 90%. The school has restructured its attendance system this year in hopes of achieving 90% attendance. The school attendance for 2013-2014 was 84.2%. Attendance for this year is currently up to 86.5% and school is partnering with New Visions piloting a new Attendance Heat Map that allows student advisors to look at student attendance data live. 90% pass rates will be a challenge for the school as students earning 10+ credits in 9-11 grades is between 75%-82%. The challenge is to better support students in the lowest 3<sup>rd</sup> whose course pass rates are hovering between 53% and 62%. The school has to do a better job with supporting low-skilled and low performing students with individual targeted intervention services. Regents pass rates are in the 90% range by time seniors graduate with 91% of seniors passing all five regents. However, first time pass rates are still too low with US History (63%), Global (51%), Integrated Algebra (51%). The target pass rates for these 3 exams will be set at 75%.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>● Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>● Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>● Strengths             <ul style="list-style-type: none"> <li>○ The ELA program scored in the 100% in our peer group and the 92% for all city schools according to Regents performance on the 2013-2014 exams.</li> <li>○ Graduation Rate for the 2013-2014 for our peer group is 82.9% and 71% for all city schools.</li> </ul> </li> <li>● Needs Assessment             <ul style="list-style-type: none"> <li>○ Students in the lowest third of school earning 10+ credits is 54% in their first year and second year, and 62% in their third year.</li> <li>○ 1st time pass rates for the multiple regents are low:                 <ul style="list-style-type: none"> <li>▪ Global (52% after June, Sophomore Year)</li> <li>▪ US (63% after June of Junior Year)</li> <li>▪ Math (51% after June, Sophomore Year)</li> </ul> </li> </ul> </li> <li>● The school has not received a Quality Review in the last five years and the data is no longer relevant.</li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> <li>● 1st time Regents Pass Rates will improve trending toward 75% for Integrated Algebra, US History and Global as evidenced by pass rates at the end of June, 2015.</li> </ul>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Instructional focus question “How do we help students take ownership over their own learning?” will drive efforts to push more student centered instruction in order to better meet the needs of students with disabilities and other high-need student subgroups.	All Staff	Sept-June, January 30th and February 2nd PD	Instructional Leadership Team, Digital Ready Committee, Department

		days.	Facilitators
Full time Instructional Leader and Literacy Coach positions will be added this year to provide teachers with more targeted pedagogical support in professional development structures including department days.	All Staff	Sept-June	Instructional Leader, Literacy Coach, Principal
Provide review classes to prepare students for the Global and US Regents exams.	11th and 12th graders	Sept - June	SS teacher
Instructional coaching from literacy coach, math coach, instructional leader, and principal will increase one on one pedagogical coaching sessions with teachers.	All teachers	Sept-June	Instructional Leadership Team
Election Day PD focused on interpreting and using IEPs to differentiate instruction for students.	All teachers	Election Day	Instructional Leader, SpEd teachers
Summer planning institute focused on aligning curricula to Common Core Learning Standards.	All teachers	Summer 2014	Instructional Leadership Team
Conduct workshops for families to learn how to utilize new grading system Skedula/PupilPath during P/T Conferences & Open School Night	Parents, families	Sep, Oct., Mar.	Admin, teachers, guidance

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A full time Instructional Leader and part time Literacy Coach have been added to the school's TO this year in order to facilitate more rigorous instruction.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Contract for Excellence, Digital Ready Grant Funds									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Course pass rates will be analyzed at the end of 1st and 3rd quarter along with final pass rates for 1st semester and January Regents pass rates. Data will be analyzed by the school's Administration Cabinet and Instructional Team in December and April. All staff will analyze semester and regents data in January and June.

**Part 6b.** Complete in **February 2015.**

● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |   |
|---|
| <ul style="list-style-type: none"> <li>● Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>● Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>   |
| <ul style="list-style-type: none"> <li>● Strengths               <ul style="list-style-type: none"> <li>○ Survey data from Student Success Network administered by Philliber Research Associates shows New Design students are making significant social and emotional growth as it relates to productive academic behaviors: Grit, Interpersonal Skills, Academic Self-Efficacy and Growth Mindset.</li> <li>○ According to 2013-2014 School Survey data, 92% of students agree or strongly agree that “teaching staff at the school believe that all students can do well in school”.</li> </ul> </li> <li>● Needs Assessment               <ul style="list-style-type: none"> <li>○ According to 2013-2014 School Survey data, 15% of students feel a teacher does not care about them or help keep them on track with college and career readiness.</li> </ul> </li> <li>● The school has not received a Quality Review in the last five years and the data is no longer relevant.</li> </ul> |

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By October 2014, students in 10th, 11th, and 12th grade will be assigned a yearly Design for Life college and career focused course as well as coaches/mentors who will meet with them weekly to support their academic efforts as well as guide their social and emotional growth.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Design for Life courses will focus on student academic, social and emotional needs as well as college and career preparation.	10-12 graders	Sept-June	Design for Life Teaching Staff, Principal
Student coaches/mentors will meet weekly with students and receive coach/mentor training each month.	10-12 graders	Oct-June	Coaching Coordinator and Design for Life

			teaching staff
Design for Life staff will be trained and implement restorative justice circles weekly for students.	9-12 graders	Dec, Feb-June	Design for Life staff. Community of Unity.
Student Success Network survey participation will be increased to include students in grades 9-12 grade to assess social and emotional growth in relation to productive academic behaviors.	9-12 graders	Nov, May	AP Organization, Student Success Network Staff, YDC Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff will receive training and support for coaching/mentoring during weekly PD time. Partnerships with Community of Unity and the Student Success Network will provide training on Restorative Justice as well as additional supports.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
Per session monies will be used to support organization of the coaching program.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Administration will meet monthly with Design for Life and Coaching staff to evaluate program efforts. Coaching data will be analyzed in January, March and June. Coaches will meet monthly to share challenges and best practices. Student Success Network Survey data will be analyzed in June to see social and emotional growth across the school and grade levels. Course pass rates and Regents pass rates will also be analyzed against 2013-2014 data.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Strengths
  - Teachers meet regularly to co-plan lessons with department colleagues and co-teachers.
- Needs Assessment
  - Lack of consistent and coherent structures that support exchange of effective practices.
- The school has not received a Quality Review in the last five years and the data is no longer relevant.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will engage in at least one peer intervisit focused on sharing effective instructional practices AND participate in at least one protocol for collaboratively examining student work.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Incorporate learning opportunities focused on collaboratively examining student work and conducting peer intervisits into monthly Department Days in which teachers are relieved of teaching responsibilities in order to engage co-planning.	All teachers	Monthly, Sept- Jun	Department facilitators, Instructional Leader
Teacher leaders from various departments are participating in NYC DOE’s Teacher Leadership Program (TLP) .	Selected teacher leaders	Sept. - June	Selected teacher leaders
Weekly professional development “PODs” include various topics differentiated in order to address teachers’ professional learning	All teachers	Weekly	Instructional Leadership Team

interests and needs.			
Weekly professional development “POD” focused on writing quality IEPs	SpEd teachers	Weekly	SpEd Dept. facilitator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Each department has 1 “Department Day” per month where teachers are relieved of teaching responsibilities in order to plan together and collaboratively examine student work.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Teacher Leadership Program (TLP) is a Centrally-funded per session activity for teachers. All other action plan activities are no cost.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Instructional Leadership Team will meet monthly to assess program efforts.

During the PD day on Feb. 1, teachers will convene to share experiences around “Shadow a Student” peer intervisits and discuss possible next steps based on our observations.

**Part 6b.** Complete in **February 2015.**

● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social -emotional support that drives student achievement.

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>● Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>● Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>● Strengths             <ul style="list-style-type: none"> <li>○ School Survey data supports principal effectiveness in the following areas:                 <ul style="list-style-type: none"> <li>▪ 85% of staff strongly agree or agree the principal communicates a clear vision for the school.</li> <li>▪ 80% of staff strongly agree or agree the principal understands how children learn.</li> <li>▪ 84% of staff strongly agree or agree the principal place a high priority on the quality of teaching.</li> </ul> </li> </ul> </li> <li>● Needs Assessment             <ul style="list-style-type: none"> <li>○ School Survey data supports principal areas of growth in the following areas:                 <ul style="list-style-type: none"> <li>▪ 43% of staff strongly disagree or disagree the principal sets appropriately high expectations for student work in their classes.</li> <li>▪ 36% of staff strongly disagree or disagree the principal gives regular and helpful feedback to improve their teaching.</li> <li>▪ 31% of staff strongly disagree or disagree the principal makes clear to the staff his or her expectations for meeting instructional goals.</li> </ul> </li> </ul> </li> <li>● The school has not received a Quality Review in the last five years and the data is no longer relevant.</li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>90x4 goal has been established this year for the school and progress:</p> <ul style="list-style-type: none"> <li>▪ Improvement toward 90% graduation rate.</li> <li>▪ Improvement toward 90% attendance rate.</li> <li>▪ Improvement toward 90% of students earning 10+ credits in grades 9-11.</li> <li>▪ Improvement toward 90% of students passing Regents in the first year students sit for the exams with the target goal for this year being above 70%.</li> </ul>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> </ul>			

<ul style="list-style-type: none"> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Increase participation from staff in weekly Administration Cabinet meetings with more support staff and teaching staff joining weekly meetings.	Teaching and Support Staff	Oct-June	Principal
Increased professional development support for teaching staff including summer planning institutes, personalized PD structures, Instructional Leader and increased opportunities for instructional coaching.	Instructional Support Team	July-June	Instructional Leader
Increased student support structures including expansion of coaching program, regular grade level team meetings to promote horizontal alignment, better facilitated department team meetings to promote vertical alignment	Teaching Staff, Students	Aug-June	Administrative Cabinet
Design process will be used to assess and pilot more student centered practices at the school	Staff	Nov-June	Digital Ready Committee

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Full time Instructional Leader has been hired to support instructional efforts as well as expansion of leadership positions to teaching staff.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
Digital Ready Grant Funds									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
January 30th, September 2nd staff days will be used to evaluate 90x4 benchmarks using a design process developed by the school’s Digital Ready Committee.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>● Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>● Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>● Strengths             <ul style="list-style-type: none"> <li>○ Partnerships with Community of Unity and Urban Arts Partnership have been tailored to meet schools goals.</li> </ul> </li> <li>● Needs Assessment             <ul style="list-style-type: none"> <li>○ 2013-2014 yearly attendance was below 85%.</li> </ul> </li> <li>● The school has not received a Quality Review in the last five years and the data is no longer relevant.</li> </ul>

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, increase daily student attendance to 87%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
NDHS will pilot a new attendance data system with New Visions. Using data from New Visions Heat Map, AM Forum teachers will contact families of students who are present <90%. Students below 70% attendance will be case managed by social work and support staff.	Students below 90% attendance	Oct-June	AP Organization
Achieve Now grant will allow students in danger of failing to receive personalized support services to ensure academic success including students with low attendance, students in the lowest 3rd, overage-undercredited students and poor 1st quarter performers.	Students flagged for possible failure.	Dec-June	AP Organization, Urban Arts Partnership and YDC Staff

Bi monthly staff meetings and weekly YDC staff meetings will look at student data and assign intervention resources for students.	All staff.	Sept-June	AP Organization
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Youth Development Committee staff will be increased to support family and community ties.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
Achieve Now Grants									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Literacy Development	Small Group and one-on-one	Mondays and Fridays during school and Office Hours tutoring Tuesday, Wednesday and Thursday.
<b>Mathematics</b>	Algebra placement exam	Small Group and one-on-one	Mondays and Fridays during school Office Hours tutoring Tuesday, Wednesday and Thursday.
<b>Science</b>	Science Modules Differentiated	Self-paced, modules differentiated	Mondays and Fridays during school Office Hours tutoring Tuesday, Wednesday and Thursday.
<b>Social Studies</b>	Design for Life	Whole class	Mondays and Fridays during school Office Hours tutoring Tuesday, Wednesday and Thursday.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Gender Differentiated Counseling and Activities Coaching of Students Student Case Management	One-to-one, small group, peer tutorin	After School, During School, Lunch

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.			
X	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
Weekly professional development based on teachers’ needs and interests.

**2b. 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).
Monthly Department Day meetings where teachers have the day to design curriculum and plan lessons aligned to CCLS.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).
NA

**Part 4: SWP Schools Only**

**4a. 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.).
NA

**4b. 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.
Teachers teams, such as grade level and departments, collaboratively decide how to assess student level and growth as well as improve performance.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or Local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal		X	9, 11
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local		X	9, 11, 16, 18

### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **New Design High 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 the school and the families. The 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 the school community. **New Design High School** will support parents and families of Title I students by:

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

The 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. The 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 the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-

Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (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 with 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 <b>2</b>	Borough <b>Manhattan</b>	School Number <b>543</b>
School Name <b>New Design High School</b>		

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>430</b>	Total number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>5.35%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										1	1	1		3
Push-In													1	1
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	1	4

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2			13			61			76

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	2	0	0	13	0	0	61	0	0	76
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Korean														0
Arabic														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	2	3	3	15
Chinese										1	3	1		5
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>23</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>												1	

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
When students first come to NDHS, we administer initial assessments in each content area. On the English preliminary assessment, there is also a questionnaire in which students are asked about their experiences with school, including their comfort level in writing/reading vs speaking/listening in their first or home language. This year we learned that out of four Intermediate Chinese-speaking ELLs, only

two had academic proficiency in written/read Chinese. This informed instruction in content classes because glossaries and online translation were not effective for these students unless the vocabulary was spoken. Different groupings were devised to facilitate interaction between speaking/listening proficient students and writing/reading proficient students.

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

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

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

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

ESL students will be given the LAB-R tests initially (if they are newcomers) and the NYSESLAT at the end of the year as well as interim assessments. All students at New Design are also tested in the first two weeks of school to determine math and literacy levels. The math department administers a Math Qualifying Exam and the support department administers the SRI, the Scholastic Reading Inventory. They are then retested three times during the year with Scholastic Aptitude Test software to monitor progress in reading. Additionally, each department administers a Milestone Exam, our school's unique, assessment alternative that provides vital data on content knowledge and academic skills. The ESL teacher administers this test with the social studies and English departments, gaining valuable information from students' scores on the modality categories of 1.) Argument, 2.) Evidence 3.) Analysis and 4.) Voice. Our assessments are differentiated for ELL students because often they receive proficient scores in the first three writing modalities even if their scores for "Voice" are emergent or poor because of language. These assessments are not only for the teachers' information, but are also a teaching tool, as students review their performance on the rubric four times a year, giving them measurable feedback over time and saving their work in their Online Portfolio for review over time.

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

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Translated versions of almost all ELA Department novels are offered. Students use native language silent reading materials during SSR.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc).  
Of the ELLs who have been with us for four years, many passed out of TESOL services at the end of their 11<sup>th</sup> grade year. Additionally, ELA Regents scores for ELL students exhibited a strong upward pass-rate curve during 11<sup>th</sup> and 12<sup>th</sup> grade, for both ELL students and ELL/IEP students.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
English language learners at New Design High School are determined as per ELL memorandum #1, using LAB, NYSESLAT and Home Language Survey information. All students at New Design are also tested in the first two months of school to determine math and literacy levels by a school-specific initial assessment and online assessment programs. Additionally, the ESL teacher, Darren Chase, reviews test histories, ATS geographical reports, ARIS, skedula.com and teacher observations to determine the language needs of undesignated students as well as "former ELLs." After designation, the students are part of general education classes with extra blocks for ELL instruction or receive ESL instruction via the pull-out model or, if beginning level, in separate classes that mirror the academic courses.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
After filling out the Home Language Form, all parents of English language learners are briefed concerning their rights to bilingual and ESL services. Letters are sent out to parents and parents are requested to mail back the bottom half of the letter with their choice as to ESL services or bilingual transitional programs. Often this information is confusing, so parents are called to relay the information in Spanish and Chinese. During parent/teacher conferences, the ESL teacher schedules Individualized Plan meetings with parents to discuss the needs of their children. We also have copies of the form available at parent teacher conferences and can email it if parents sign up in our [juiprgrades.com](#) interactive reporting system. If twenty parents elect a bilingual program, we are prepared to start one, however this has never been the case. In the few instances where bilingual education was deemed essential, we have facilitated successful school transfers. Whenever possible, all bulletins and parent letters are provided in Spanish. This year we added Bengali and Korean to our bulletins, using templates provided online. We also have two staff members who are fluent in both Chinese dialects, as well as Fugeonese. During parent/teacher conferences, the parents meet with the ESL teacher and translators.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The ESL teacher maintains records of all correspondence and updates parent choice in ATS.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Please see above.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered over four days, with a full two weeks of make-up for students who missed sections. In an effort to minimize classroom disruption and loss of instructional time, the ESL teacher administers the subtests to different groups over more than one week, so that students with disabilities can receive their mandated testing modifications.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Mostly, parents have responded that they prefer freestanding ESL classes over bilingual.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?  
We have a block "ELL cohort" class for 9<sup>th</sup> grade, heterogeneous grouping for 10<sup>th</sup> grade and 11<sup>th</sup> grade ELL classes. The advanced/former ELL 12<sup>th</sup> graders receive push-in and pull-out.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?  
Again this year we have a large number of incoming 9<sup>th</sup> grade ELLs. For this reason, they have been grouped into an ELA class that meets twice the required hours as a normal 9<sup>th</sup> grade English class, so students receive four ELA credits instead of two. During the extra instructional time, the ESL teacher works with ELLs on language reinforcement, with differentiation of the core class content for different proficiency levels within the classroom and in a separate location. The class is co-taught with an ELA teacher who is well-versed in ELL methodologies. For students whose IEP mandates a self-contained class, they are scheduled at different

times, so the ESL teacher can support the small ELA classes with pull-out and push-in.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
ELL-SWDs are taught with attention to multiple intelligences and processing ability. If there is an overlap of language and processing issues, individual educational plans are used to differentiate instruction, at times employing station work, extension activities, visual learning, different modes of response. Testing modifications and learning modifications (use of computer to record etc) are observed.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
Design For Life and Seminar classes are flexibly grouped and scheduled. Changes are made throughout the year to best accommodate students. Skills classes can be heterogeneous if needed.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

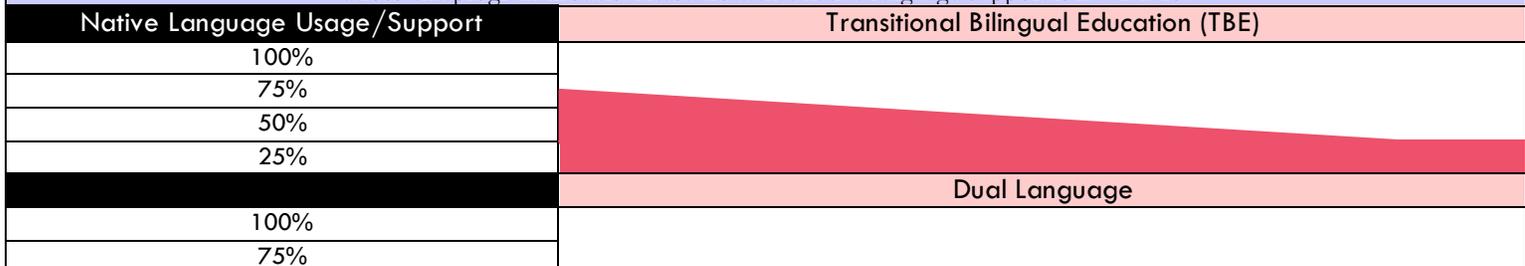
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

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

### D. Parental Involvement

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

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

### **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## **Part VI: LAP Assurances**

School Name: **New Design High**

School DBN: **02M543**

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 02M543 School Name: New Design High School

Cluster: CFN 561 Network: New Visions

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

**Part A: Needs Assessment Findings**

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

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

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

**Parents:**

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

## Part B: Strategies and Activities

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

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

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

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

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

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

