

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

**DBN: (i.e. 01M001):**                   **31R440**

**School Name:**                       **NEW DORP HIGH SCHOOL**

**Principal:**                           **DEIRDRE A. DEANGELIS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 31R440  
School Type: SLC/Comprehensive H.S. Grades Served: 9-12  
School Address: 465 New Dorp Lane, Staten Island, New York, 10306  
Phone Number: 718-667-8686 Fax: 718-987-4889  
School Contact Person: Deirdre A. DeAngelis Email Address: ddeange@schools.nyc.gov  
Principal: Deirdre A. DeAngelis  
UFT Chapter Leader: Shawn Ramos  
Parents' Association President: Co-Presidents: Michele McComb & Kim Lipari  
SLT Chairperson: Ellen McGinn  
Student Representative(s): Monika Gradowski & Lauren Zaluk

**District Information**

District: 31 Superintendent: Aimee Horowitz  
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, New York, 10301  
Superintendent's Email Address: ahorowi@schools.nyc.gov  
Phone Number: 718-420-5657 Fax: 718-420-5677

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Deborah Maldonado  
Network Number: 563 Network Leader: Lorraine Boyhan

## 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)
Deirdre A. DeAngelis	*Principal or Designee	
Shawn Ramos	*UFT Chapter Leader or Designee	
Michele McComb	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Monika Grabowski	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lauren Zaluk	Student Representative	
Maria Torres	Member/UFT	
Ellen McGinn	Member/CSA	
Anthony Antinoro	Member/CSA	
Pam Katzman	Member/UFT	
Barbara O'Hara	Member/Parent	
Bernadette Bueti	Member/Parent	
Julie Larsen	Member/ Parent	
Susan Sivio-Kenny	Member/Parent	
Jackie Steiner	Member/Title I Parent	

\*\*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.

The Six Elements of the Capacity Framework	
1.	<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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<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.
4.	<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.
5.	<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.
6.	<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

## 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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 Dorp High School is a comprehensive academic high school with a rich history of serving the Staten Island community for over 75 years. Located on the eastern shoreline of Staten Island, the school is comprised of students from many socioeconomic backgrounds. Students travel from as far as Bronx and as close as around the corner to share in the experience of being a New Dorp Central Cougar. Tolerance, mutual respect and understanding are the cornerstones of the New Dorp community as students celebrate the richness of the school’s ethnic diversity on a daily basis.

With approximately 2,800 students, New Dorp is considered a large school for New York City. Our size allows us to offer students many great opportunities in the classroom, extensive course electives, a large number of Advanced Placement courses as well as many extracurricular opportunities. The fact that we are not “oversized” has allowed our students to feel a sense of family and belonging within the school. Our goal at New Dorp is to support improved attendance and scholarship as well as to address the needs of all students as we prepare them for the future. When you walk through the doors of New Dorp, you will experience a very welcoming and private school type of atmosphere with an unmistakable high morale. Students describe the culture of New Dorp High School as a school with an “Old School Charm, but in a new kind of way....a modern Riddell High School!"

In order to provide a variety of exciting and challenging programs that prepare students for post-secondary opportunities, students select admission into one of eight Smaller Learning Communities based on interest. These programs offer students the opportunity to participate in specialized areas of concentration in addition to their academic coursework. The initial planning of this internal redesign, back in 2006, was sponsored by the Melinda and Bill Gates Foundation and The Department of Education and supported by New Visions, Inc. All students, grades 9 through 12, are enrolled in one of the following Eight Smaller Learning Communities:

<b>Corporate Center for Software Engineering &amp; Virtual Enterprise</b>	Program is designed to prepare students with the skills needed for success in college and the workplace. Students in the Corporate Center will have the opportunity to study within two course sequences – the Virtual Enterprise Program and/or the Software Engineering Program. Students have the opportunity to take four college business courses through our partnership with the College of Staten Island beginning in the Fall of their Junior year.
<b>Future Teachers Academy</b>	A high school teacher preparatory program which includes courses in child development, psychology, children's literature, teaching methodology, as well as a college credited education course. A student teaching component is required.
<b>The Law Institute &amp; AFJROTC Program</b>	A fun and exciting program sponsored by the Gilder Lehrman Institute of American History. The program concentrates on fascinating electives in law and history and includes competitive Moot Court and Mock Trial teams, as well as extensive use of the school’s courtroom. Students visit courts and historical sites, interact regularly with guest speakers in the law field and work directly with lawyers and politicians. The Air Force JROTC Program focuses on Air Force Core values such as community service, physical fitness and knowledge of space exploration, aerospace and the science of flight. It also includes opportunities for flight training and certification, rocketry and drone piloting.
<b>The Math &amp; Science Institute</b>	The Institute is a competitive program that prepares students for college majors that lead to careers as physicians, dentists, pharmacists and biochemical engineers. College level courses, internships and SAT/ACT preparation are required.
<b>Academy of Communication &amp;</b>	Utilizing hands-on experiences, students will explore all facets of media arts, including TV, film, the internet, radio and print media. The emphasis is on exposing students to career

<b>Media Arts</b>	and post-secondary opportunities in this field.
<b>Academy of Fine &amp; Dramatic Arts</b>	Program dedicated to nurturing artistically talented students, while providing comprehensive Regents level instruction. Affords students the opportunity to pursue and develop their artistic interests, through coursework, showcases and performances.
<b>The Institute of Forensic Science &amp; Criminology</b>	Program focuses on real-world applications of Forensic Science, and incorporates this theme into all subject areas. Students will be exposed to Criminalistics through field trips, guest speakers, hands-on learning and discovery-based coursework.
<b>Institute of Health Sciences &amp; Culinary Arts</b>	The Institute of Health Sciences is an academically rigorous program that will prepare students for college as well as careers in the health care profession. Some of the potential careers may include physicians, nurses, athletic trainers, physical and occupational therapists, medical technologists and medical assistants. Students who choose the Culinary Program will participate in electives that will prepare them for Culinary competitions, as well as careers in the Culinary Arts.

The special qualities of these Smaller Learning Communities include:

- Students choose a program based on their interest during the admissions/articulation process.
- Students take the majority of their classes in the same wing; therefore, student traffic throughout the building is minimized.
- Teachers choose programs in a manner similar to students and remain dedicated to that program and its students.
- An assistant principal and a team of two teacher coordinators supervise each program. This allows for more direct supervision of a smaller number of students.
- Each program has its own guidance counselor and the assistance of a dedicated school aide who is responsible for outreach to parents regarding attendance and cutting.
- There are no more than 400 students in each program.
- Curriculum and course sequences are continually updated to incorporate interdisciplinary units as well as the themes of these programs in order to enhance instruction and support the needs of all students.
- ELL and students with special needs are included in the Smaller Learning Community of their choice and receive mandated services as prescribed.
- Students receive the benefits of a large school, such as a comprehensive Physical Education program, extensive advance placement course offerings, and a large variety of extra-curricular activities.

Given the diverse focus of each of our eight Smaller Learning Communities, we are confident that every youngster will find a program at New Dorp that sparks the imagination and inspires them to their fullest potential.

We are extremely proud of the consistent improvement in our student data. We have seen a steady increase in our graduation data each year, yielding over a 23% increase in the graduation rate data since June of 2005. We have set a goal for the class of 2015 to achieve at least an 80% graduation rate by August 2015. In addition, as indicated on our recent School Quality Guide, we have experienced further improvements in our “Weighted Regents Pass Rates” in each content area. Our credit accumulation data reveals that our students outperform our peer group schools by 5% to over 23%, depending on the category and grade level, but we are still looking to improve our present data, especially in the area of our lowest third population. We have seen an increase in our attendance rate, but we have been unable to obtain the 90% full year percentage including LTA’s (especially after the winter conditions of last year). We will continue to work on our goal to achieve a 90+% attendance for the year. Even with the improvement in our school wide data, one of the areas of weakness is our College Readiness index. We have made some progress, with increase in comparison to previous years, but it is still not at an acceptable rate. This is an area that we will continue to work collaboratively to improve.

As a school community, we believe that the secret to our success is two-fold, a structural and instructional focus. First, the personalized settings of our Smaller Learning Communities allows students to learn in an environment that offers a course of study that is of interest to them, provides the student with the same guidance counselor for the four years of high school and allows the dedicated staff to really get to know everything about their students.....nobody slips through the cracks. Secondly, teachers meet daily to discuss student work, student data and student outcomes during our much 2014-15 CEP

focused inquiry work. The findings of our inquiry work inform our curriculum development, professional development and instructional practices. Our collaborative teacher teams work together to develop strategies, interventions and practices that not only meet the skill needs of the students but is also rigorous, fun and relevant. One of our strongest practices is our interdisciplinary writing program (The Judith Hochman Writing Program). Students develop strong writing skills in all content classrooms during their first two years at New Dorp. By the time they are high school juniors, they are ready to begin college level writing work. We are confident that this contributes to the fact that we are graduating students that are college and career ready.

Our improved student data and successful school reform effort has led to recognition by the National Center for Learning Disabilities, awarding New Dorp High School with the Pete and Carrie Rozelle Award, the NYC Department of Education who recognized New Dorp as both a Learning Partners School and a Showcase School, The Fund for Public Schools, awarding the Sloan Award for Mathematics and Science Instruction to one of our teachers and The College Board who recognized New Dorp as a model school. Our students have won national and local essay contests, our Law students were finalists in the Mock Trial Competition and our Virtual Enterprise students have won first place in the Regional Competition 7 out of the last nine years, the NYC title 5 of the last 6 years and has placed in the top 3 nationally 5 out of the last 6 years. The students participate in internships connected to the themes of their SLC's throughout Staten Island and beyond and our Health Science student receive direct instruction from license physical therapists and athletic trainers. Our focus is to give students a "real life" experience, prepare them for college and career while making their four years of college relevant and fun.

We pride ourselves on the communication that our parents/families receive on a regular basis. Our on-line grade book allows parents to follow their child's progress on Pupil Path, both academically as well as their attendance. The use of School Messenger provides our parents with the most up-to-date information on what is happening on a daily basis. With the release of our new New Dorp High School web page, [www.newdorphps.org](http://www.newdorphps.org), past, present and future parents and students can keep up to date on the events, pictures, SLC information, special announcements and more, with great ease. The website and the on-line grade book have their own App, again giving parents a convenient way to keep informed. As we move into a school year with a focus on "Parent Engagement", we pledge to continue our high level of communication and improve any areas of deficit, such as a 24 hour return policy for all parents' calls. We will continue to have an open door policy for parents and visitors and provide opportunities for parents/guardians to participate in their child's high school experience.

The staff, students and parents are on a mission to make New Dorp High School the top educational facility on Staten Island. We are working diligently toward meeting and surpassing the goals we set for the students, staff and the school. Improvement in many areas has been noted over the last few years and we are excited about the success we will experience in years to come.

## 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

1. 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).
2. 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.

Consistent improvement in student data has been experienced in terms of attendance, credit accumulation, Regents data and graduation data but we, as a school community are striving to achieve over a 90% attendance rate, over an 80% graduation rate, an increased number of our students acquiring the required credits per year as well as continued improvement in Regents results. We continue to outperform our peer schools, but we are focused on achieving at a higher rate.

In terms of the Capacity Framework, our teachers meet daily (SLC Common Time), utilizing an inquiry practice to discover gaps and deficits in order to inform classroom instruction, professional development and to customize the instruction to meet the needs of all students. We have over 62 collaborative classrooms as well as a large District 75 inclusion population. The teachers of New Dorp have implemented Common Core activities and aligned curriculum over the last 4 years and once a week, in content teams (Monday PD), teachers meet to revisit the curriculum maps to make adjustments based on student needs. As a “Showcase School”, visitors have raved about the skill level, classroom expectations, level of critical thing, accountable talk, use of vocabulary, student engagement and writing skill level of our students. As stated before, good is not enough, so we work each day to be great and better than great.

### Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August of 2015, the graduation rate shall increase by 2.5% for the class of 2015 (to bring us to 80%), a 1.6% increase in the attendance data (to bring us to 90% and a 2% increase in the “college ready” metric of the School Quality Report.

### 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>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			

<ul style="list-style-type: none"> <li>•Continue the implementation of the Judith Hochman writing program across the curriculum to support the development of skills in reading, writing, thinking and speaking.</li> <li>•Provide the 19 new staff members with professional development in the following areas throughout the year: Judith Hochman writing program, differentiated instruction, planning and preparation of instruction, analysis of student data and other workshops that are needed after reviewing instructional data gathered by the Advance system.</li> <li>•Program students for a support class for the Fall 2014 semester and as needed for the Spring 2015 semester for the Regents requirements that have not yet been met.</li> <li>•Provide after-school and Saturday Regents tutoring classes.</li> <li>•Referral to Alternative Credit Accumulation Programs: On-line course work through iLearn programs, Achieve Now PM and Saturday programs, Regents week credit recovery and summer school courses.</li> <li>•Provide all AP's and guidance staff with accurate and current data re: exam participation/completion utilizing Skedula and the new New Visions Data Sorter programs.</li> <li>•Provide staff with attendance data (full school, SLC, student level)</li> <li>•Provide incentives to students based on achievement/improvement of attendance and academic progress.</li> <li>•Provide staff with incentives for great attendance so that there is consistency of instruction in the classroom.</li> <li>•Discuss strategies/interventions at Pupil Personnel Service, cabinet and SLC meetings in order to implement and adhere to the new Standards of Promotion/in Doubt procedures.</li> <li>•Provide staff development to all staff with information regarding Regents and Advanced Regents and diploma requirements.</li> </ul>	<p>2015 &amp; 2016 Cohorts, specifically our at-risk students, SWD's, ELL's and lowest third who are not on track for graduation</p>	<p>New Visions Sorter reports by SLC and by grade level will be created based on Report Card grades on the following dates: 10/16/14, 12/2/14, 1/23/15, 3/18/15, 5/4/15, 6/15/15</p>	<p>Initially the SLC guidance counselor will review the data. They will then discuss it with the SLC leadership team who will be responsible for sharing it with SLC staff at a Wednesday common time "kid talk" session. (This information will not be a surprise because the staff monitors student progress every Tuesday and Wednesday during our "Inquiry and kid talk" sessions, interventions will already be in place and will be monitored by the guidance staff)</p>
<ul style="list-style-type: none"> <li>•Provide appropriate/targeted AIS (reduced class size, "zero" period support class, Saturday school, p.m. tutoring, parental outreach) to assist students in meeting graduation requirements and pass Regents with concentration on the following populations who struggle to meet AMO, for example, black and Hispanic males, Students with Disabilities, ELL and low income students (revealed in our inquiry work.)</li> <li>•Promote credit accumulation through independent study, summer, evening school, Saturday &amp; PM schools. In addition, provide PM school and Saturday school to remediate and improve a student's academic skills. We will implement a high priority process for the counseling of potential LTA's, drop outs and high at risk students on a regular basis.</li> <li>•Spiral Regents prep into coursework and provide additional Regents support for targeted students by analyzing student work and previously failed Regents exam. On line programs such as Achieve 3000, Kaplan, teacher made pen casts, as well as Aventa, Compass and Apex, will be utilized in a "blended model" to support student needs.</li> <li>•Review IEP's in order to provide the appropriate level of support so that students can be successful.</li> <li>•Provide professional development to staff and monitor the administration of mandated testing modifications for classroom</li> </ul>	<p>2015 &amp; 2016 Cohorts, specifically our at-risk students, SWD's, ELL's and lowest third who are not on track for graduation</p>	<p>New Visions Sorter reports by SLC and by grade level will be created based on Report Card grades on the following dates: 10/16/14, 12/2/14, 1/23/15, 3/18/15, 5/4/15, 6/15/15</p>	<p>Initially the SLC guidance counselor will review the data. They will then discuss it with the SLC leadership team who will be responsible for sharing it with SLC staff at a Wednesday common time "kid talk" session. (This information will not be a surprise because the staff monitors student progress every Tuesday and Wednesday during our "Inquiry and kid talk" sessions, interventions will</p>

and Regents exams for both SWD and ELL students			already be in place and will be monitored by the guidance staff)
<ul style="list-style-type: none"> <li>Utilizing parent workshops, mailings, notices, emails and individual SLC meetings we will provide students and parents with information beginning in the 9th grade pertaining to Regents diploma requirements. Progress towards grade level graduation requirements will be monitored and shared with students and parents via Pupil Path, Open School meetings, progress reports and individual parent conferences. We will provide agency and supportive services referrals on a needs basis.</li> <li>Introduce parents to the new App for both Pupil Path and the New Dorp High School website.</li> <li>Provide technology supports to parents so that they understand how to navigate the systems mentioned above to remain informed as to their child's progress.</li> </ul>	The parents of our at-risk students, those who fail one or more classes and those that need to meet Regents requirements for graduation.	9/17/14, 11/12/14, 11/13/14, 3/18/15, 5/13/15, 3/19/15 as well as a special at-risk parent meeting TBA during the first week of February. Other individual parent conferences will be held on an "as-needed" based utilizing the parent engagement meeting time on Tuesday afternoons.	APPPS, AP Instructional Support, guidance staff and SLC staff.
<ul style="list-style-type: none"> <li>Improve communication between parents and teachers, teacher and Assistant Principals and guidance staff. Guidance Counselors will continue to encourage and track students who can attain a diploma with Regents and Advanced Regents endorsement.</li> <li>On-going communication of student progress based on teacher evaluation reports sent home prior to the end of each marking period and marking period grades with teacher comments.</li> <li>Conduct evening counseling sessions with students and parents.</li> </ul>	All staff, students and parents, with a special focus on those at-risk of not meeting graduation requirements.	On-going and measured through the above "check-in" dates.	All staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Budgetary resources needed as described below, programming adjustments such as common planning time and extended day professional development, engagement in Network level and other outside PD workshops, intervisitations to other model and Showcase schools. Parent meetings will take place before and after school, in the evenings and on the weekends to meet the busy schedules of our working parents.

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

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September, 2014-June, 2015 as indicated below:

•Instructional/Professional Development: Strategies/Activities:

Title I SWP, Title III LEP, TL FSF, TL Summer, Data Specialist, Citywide Instructional Expectations

Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%, Achieve Now Grant, iLearn Grant

•Parental Involvement:

Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services, TL FSF

**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:

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

The summative monitoring of this goal will take place in January, June and August 2015. More formative monitoring will take place on an ongoing basis through “SLC kid talk” every Wednesday during SLC common time, by reviewing Skedula data and by reviewing report cards 6 times a year (see dates listed in action plan above). By the end of January, the data should reveal at least a 78%-80% “on-track for graduation” data based on Fall term report cards. Our school attendance should be 90% or better, year to date.

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

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

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## 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

3. 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).
4. 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.

The following data from the 2013-14 NYC School Survey indicates the satisfaction level of parents, teachers and students at New Dorp High School in each of the following categories:

	Parents	Teachers	Students
Instructional Core	91%	96%	74%
Systems for Improvement	92%	94%	82%
School Culture	90%	93%	72%

In addition, the only data that represents a higher level of dissatisfaction vs satisfaction:

Statement	Strongly Agree or Agree	Disagree or Strongly Disagree
Most of the teaching staff at my school makes me excited about learning	48%	52%
Most students at my school treat each other with respect	45%	55%
Most students at my school treat adults with respect	47%	53%

The above responses are components of the 74% of student’s satisfaction in regard to the Instruction Core and the 72% in terms of the School Culture. This student data has indicated that there needs to be a focus on improving practices related to classroom instruction and those extended instructional practices connected to the coursework as well as the school culture and respect.

### Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the NYC School survey will indicate that at least 80% of the students at New Dorp High School are satisfied with the Instructional Core and School Culture. Specifically, there will be at least a 10% increase in the student responses in the positive direction to the three statements listed above.

### 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>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. 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>7. Strategies to increase parent involvement and engagement</li> </ol>			

8. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>•Continue to utilize teacher common planning time to address the concerns of students, in particular, the fact that students are not excited about learning. Lesson planning and SLC planned activities will be created to address this area of weakness.</li> <li>•Schedule SLC “Mixers” that will increase opportunities for staff and students to engage on a more personal level.</li> <li>•Create a council made up of representatives from each grade level and SLC to inform/discuss ways in which the student body would suggest to make instruction more exciting.</li> <li>•Schedule 4 assemblies, two for the Fall semester and two for the Spring semester. Two would be planned in-house involving staff and students and two would be conducted by a vendor/consultant, Mr. John Halligan and Dr. Mikey.</li> </ul>	All students and specifically those identified by SLC staff that are at-risk.	Start Date: September 2014 End Date: May 2015	Administrative cabinet, student leaders, teacher leaders, parent coordinator.
<ul style="list-style-type: none"> <li>•Provide specific workshops or counseling sessions for students with IEP’s that indicate social or emotional deficits.</li> <li>•Utilize SLC common time for “kid talk”. Counselors will facilitate discussions regarding student behavior and academic progress in order to develop support plans that incorporate IEP mandates/goals and SLC expectations.</li> </ul>	All students and specifically those identified by SLC staff that are at-risk.	Start Date: September 2014 End Date: May 2015	Same as above
<ul style="list-style-type: none"> <li>•Utilizing Pupil Path, School Messenger and the New Dorp web page, parents will be informed of scheduled events, time schedule and expectations. The message will also include tips on how parents can support the school goal of a respectful environment.</li> <li>•Utilizing the SLT as a core body, representative of all constituencies, this team will analyze school data listed in the “Progress Monitoring” portion below and develop plans of intervention to meet the needs of the negative data.</li> </ul>	Parents	Start Date: September 2014 End Date: May 2015	Same as above
<ul style="list-style-type: none"> <li>•Utilizing the members of the Principals Student Advisory Panel that meets once a week, a bi-weekly agenda item will include planning activities/SLC events that improve school tone and atmosphere and foster respect among all.</li> </ul>	Student leaders and at-risk students	Start Date: September 2014 End Date: May 2015	Same as above

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We will schedule at least 4 assemblies per year, two utilizing staff and students from within the school and two hired consultants, Mr. John Halligan and Dr. Mikey, therefore funds will be required for the consultants and per session for the staff that will plan the in house assemblies. We will also adjust the daily time schedule so that the assemblies are 2-3 periods in length.

**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	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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**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:

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

It will be difficult to monitor exact progress towards this goal until the results of the 2014-2015 NYC School Survey are released, but there will be data throughout the year that we can refer to, that will indicate progress, such as: Suspension/detention and anecdotal data which will identify disrespectful behavior of a student towards another student or staff member, as well as teacher evaluation results in competency 2A, 2D and 3C (Advance). Each piece of data will be measured against the same data as compared to one year prior. The mid-year benchmark should indicate that there is at least a 10% improvement in each piece of data.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## 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

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|-----|---|
| 13. | 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). |
| 14. | 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.  |

Nearly 9 years of “Strategic Inquiry Work” has led to the discovery and understanding of the academic deficits and gaps that exist at New Dorp High School. Implementing the Judith Hochman writing strategies has led to great academic gains. On the 9<sup>th</sup> grade level, the concentration is at the sentence, annotating text (close reading) and outlining level. The instruction in 10<sup>th</sup> grade classrooms is focused on the multi-paragraph outline and essay writing, but doesn’t abandon the sentence level strategies. In the 11<sup>th</sup> grade, student’s sentences are richer and more sophisticated with a clear draft, review, revise and editing process in place for the essays and citation. 12<sup>th</sup> grade students receive step by step instruction on the development of a college level research paper utilizing all of the skills taught in 9<sup>th</sup>-11<sup>th</sup> grade. At the present time, we have created workbooks for three grades in Social Studies, two grade levels in ELA, one grade level in Science, three grades in Health and Physical Education, one year in Spanish and Italian and some lessons in the Arts (but not a comprehensive year). The skill development is used to support the bridge from the instruction of the past to that of the Common Core instruction.

In terms of the Capacity Framework, structures are already in place whereas teacher collaboration is a culture rather than a practice. Cycles of inquiry lead teachers to readjust instruction, realign curriculum, establish effect strategies, differentiate skill development and inform PD planning. Distributive leadership has led to an ownership of student outcomes. The collaborative atmosphere has created a parallel supportive atmosphere for students and staff. Parents are informed as to the focus of the writing program, student progress through use of skill portfolios and the expectations for each grade level.

### 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 of 2015, 100% of the curriculum in all core content areas for the 9th-11th grade courses will have lessons aligned to the Judith Hochman writing program as well as be fully aligned to the Common Core Standards in the form of bond workbooks, unit packets and full curriculum documents. (The content based writing activities in each content class will focus on skill deficits but support the delivery of the content curriculum. The goal will be to bridge the skill gap from the present level of the student to the demands of the CCSS. The 12th grade curriculum for English and Social Studies will contain the new college level research component of the writing program. Writing portfolio’s will be reviewed utilizing our school writing rubric to reveal a movement of at least one level on the rubric by the end of January and a second level by June.)

### Part 3 – Action Plan

<p><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:</p> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>16. Strategies to address the needs of students with</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> <li>•Continue to design strategies and activities for all content areas that support the development of strong writing skills utilizing the scaffolded approach created by Judith Hochman. These writing strategies will be applied starting at the sentence level, leading up to the research paper in all content areas, grades 9 through 12.</li> <li>•Continue to utilize teacher teams to develop the activities that incorporate the development of writing skills infused in the content work.</li> <li>•Continue to design Common Core tasks that build upon the strategies and skills addressed by the Hochman program but lead to higher expectations and more rigorous instruction.</li> <li>•Utilize activities as assessments that will evaluate skill development as well as the content knowledge of the course</li> </ul>	<p>Students in all academic and elective courses</p>	<p>Teachers will submit created activities to the Assistant Principal for review. Judith Hochman will also approve the activities that will be submitted for the grade level/content level workbook. This will be on-going, based on the inquiry work. Activities completed by students will be checked daily as formative assessments but workbooks will be collected and review four times a year (November, January, April and June) to review with students (individual progress meetings) their</p>	<p>Collaborative teams within content areas. The work will be supervised by the content area assistant principal.</p>

		portfolio and assess overall progress.	
<ul style="list-style-type: none"> <li>•Continue to utilize the inquiry process to measure the skill development of ELL and SWD students.</li> <li>•Develop more scaffolded activities for struggling students such as prompts, sentence stems and outlines that can be modeled for these students.</li> </ul>	All ELL, SWD and at-risk students	Same as above	Same as above with a mandated ELL or SWD teacher included the teacher team.
<ul style="list-style-type: none"> <li>•Provide professional development to parents regarding the practices/strategies of the writing program and the sequencing of the skill development.</li> <li>•Present sample student portfolio work so that parent can observe student progress and the skills developed.</li> <li>•Invite parents to the individual student conferences that take place on Tuesday afternoons.</li> </ul>	All parents	9/17/14, 11/12/14, 11/13/14, 3/18/15, 5/13/15, 3/19/15 as well as a special at-risk parent meeting TBA during the first week of February. Other individual parent conferences will be held on an "as-needed" based utilizing the parent engagement meeting time on Tuesday afternoons	Administration and lead teachers to present and classroom teachers to review individual student work with parents.
Continue to utilize this writing program to work towards a shared goal of improving student outcomes and preparing students for college and career.	Students in all academic and elective courses	On-going but will be assessed according to the timeline set above for each bullet.	Entire New Dorp High School Community.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The large portion of this work will take place during a common time planning and on Monday and Tuesday during extended days. The actual organization of the workbooks, revising and editing of the books will take place utilizing per session.

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

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September, 2014-June, 2015 as indicated below:

- Instructional/Professional Development Strategies/Activities: Title I SWP, Title III LEP, Citywide Instructional Expectations, TL FSF, TL Summer, Data Specialist, Office of Smaller Learning Communities Grant. Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%
- Parental Involvement: Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services, TL FSF

**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:

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

The monitoring of this goal will be on-going with the review of materials for the new semester by January 30<sup>th</sup>, 2015. Judith Hochman will also review all activities/curriculum first hand and provide feedback. She will schedule meetings to meet with content team leaders to discuss the progress of materials and PD twice a semester. The progress of this goal will be evaluated according to the timeline dates listed above in the action plan. It is expected that 50% of this work will be completed by February 1, 2015.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
22.	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

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|-----|--|
| 23. | 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). |
| 24. | 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.   |

Evidence has shown that all areas of student data have improved over the last six years but there is still a need to focus on skill development in the classroom. With a focus on teacher performance and classroom instruction, we can further close the gaps on student achievement and prepare students for the rigor of the common core and the challenges of post-secondary education. Reviewing the ADVANCE data from the 2013-2014 school year, we have discovered deficits in the areas 1e Designing Coherent Instruction, 3B Using Questioning and Discussion Techniques, 3C Engaging Students in Learning and 3D Using Assessments in Instruction. Uniform or common assessments are being utilized, created and analyzed in an effective manner, but the day to day formative assessment use is not at the level that it should be. The weaknesses discovered in 1e have a strong effect on the other three competencies.

In terms of the Capacity Framework, all six elements must be kept in mind for this goal to succeed, especially the 6<sup>th</sup> competency of trust. As a school community, we have made much progress, but the need is there to continue the difficult work of meeting the needs of all students and graduating more than 77.5% of a cohort.

### Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, the administrative staff of New Dorp High School will have conducted 100% of the required and more frequent cycles of observations. (Feedback will be given in a timely, specific, evidence-based feedback manner, so that teachers can act on the suggestions/critiques to increase the rigor and effectiveness of their instruction. We will utilize this goal to strengthen teacher practice by utilizing the eight mandated competencies of the Charlotte Danielson Framework for Teaching to articulate clear expectations for teachers’ practice and serve as the focus for teacher development. It is expected that by June, 90% of the staff will receive improved evaluations, utilizing the Danielson Framework in 1e, 3b, 3c, 3d. The six elements of The Capacity Framework will serve as the basis for the instructional conversations.)

### 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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  26. 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).			

<p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> <li>•Build a school culture whereas administrators and teachers, together, use the competencies of Charlotte Danielson’s Framework as a formative tool designed to strengthen practice through frequent observation, followed by formative feedback and professional development focused on improved student learning.</li> <li>•Provide professional development to the staff in terms of the competencies of the framework, in particular, reviewing each of the competencies in order to better understand what is necessary for each of the effective and highly effective rubric grades for each competency. This year’s focus, based on last year’s data will be 1e, 3b, 3c, 3d.</li> <li>•Conduct norming sessions at weekly cabinet meetings</li> <li>•Provide professional development and support from the assigned Network coach and New Visions LDF</li> <li>•Provide feedback to teachers within two days of observation</li> <li>•Utilize an observation template that was created by the NDHS cabinet and lead teachers in each of the content areas</li> <li>•Conduct observations in pairs where appropriate, such as Special Education AP with Content Area AP or SLC AP with Content Area AP and give timely clear feedback to teachers</li> <li>•Utilize an excel spreadsheet, indicating date, length of observation, rating and date of feedback to monitor progress of this goal and to meet the DOE mandates outlined in the Advance system.</li> <li>•Provide teaching staff with professional development and time for collaboration during weekly content area common planning time and Monday and Tuesday extended days.</li> <li>•Utilize a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.</li> <li>•Utilize teacher feedback sessions to provide actionable feedback, allow teachers to reflect on and shift daily practice, as well as to discuss the planning and implementation of Common Core-aligned units.</li> <li>•Provide time for teachers to participate in teacher teams, engaging in inquiry to analyze student work to adjust teaching practice and instructional planning;</li> <li>•Provide time or funding for staff to plan Common Core-aligned units to gain familiarity with key instructional practices;</li> <li>•Review the scope and sequence of each content area as listed on the NY Engage website and plan for the anticipated implementation of the Common Core Standards and the elimination of the Regents Exams</li> </ul>	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2013-14 school year.</p>	<p>Start date: October 1<sup>st</sup>, 2014. Mid-point check: January 30<sup>th</sup>, 2015, End date: May 30<sup>th</sup>, 2015</p>	<p>Administrative cabinet, collectively</p>
<ul style="list-style-type: none"> <li>•Provide professional development to teaching staff and support staff in terms of providing varied entry points for</li> </ul>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

<p>at-risk, SWD and ELL students.</p> <ul style="list-style-type: none"> <li>•Model strategies and methods that can be utilized in the classroom to meet the needs of these special populations.</li> <li>•Provide time for ICT pairs to collaborate and plan effective classroom instruction that meets the needs of the special populations.</li> </ul>			
<ul style="list-style-type: none"> <li>•Provide parents professional development, (both at a PTA meeting and by letter), in terms of the teacher evaluation system, the Danielson framework and the expectations of the Common Core Standards.</li> </ul>	All parents	Early September/October	Principal and volunteer Assistant Principals
<ul style="list-style-type: none"> <li>•Conduct an initial and summative conversation with each teacher to determine their chosen Advance option as well as to decide upon the goals that they will focus on for the year. Monday extended day professional development, Tuesday extended day professional development and daily common planning time meetings will be utilized to provide targeted support to all teachers.</li> </ul>	All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2013-14 school year.	Start date: October 1st, 2014. Mid-point check: January 30th, 2015, End date: May 30th, 2015	Administrative cabinet, collectively

#### **Part 4 – Resources Needed**

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

Professional development will be provided to teachers during the Chancellors PD days, during common planning time and on Monday and Tuesday afternoons. Per session will be provided to teaching staff as needed to attend professional development.

#### **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>
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List below any additional funding sources that will be utilized to support achievement of the goal.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from September, 2014-June, 2015 as indicated below:

- Professional Development Strategies/Activities: Title I SWP, Title I SWP Professional Development 10%, TL FSF, Data Specialist,

Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%

#### **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:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Start and end dates are outlined above. Mid-year conference/checkpoints will be held during Regents week when staff are not proctoring or grading. By midyear, the data should reveal that 90% of the staff has received improved evaluation ratings in two out of the 3 competencies listed above in the goal. On-going monitoring of teacher progress

will take place during one-to-one meetings with the content area assistant principals.

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

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

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## 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

33. 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).
34. 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.

Data has revealed that our parent participation has increased with nearly 65% of our parents enrolled in Pupil Path (up from 42%), sold out performances to both the Black Box theater and SING presentation, increased number of parent at Open School Parent-Teacher Conferences (5.6% increase over October 2013), and attendance at PTA meetings, (up by 4% from Fall of last school year). This is still an area of concern, so we have increased our efforts to engage parents by utilizing the steps outlined in the action plan below.

In terms of The Capacity Framework, the success of New Dorp has been built on a community effort, involving staff, students, parents and the extended community supports. It is essential that we continue to build capacity by improving communication with parents as well as engaging them in the life of the school.

### 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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the level of parent engagement will increase by 10% as measured by attendance at SLC parent activities, PTA meetings, parent teacher conferences, parent meetings on Tuesday afternoons, attendance at school performances, sporting events and activities and communication through Pupil Path, our newly launched web site and SKYPE conferences. Scheduled events will be shared and advertised in order to inform parents and encourage them to stay involved in the school community.

### 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>
<ol style="list-style-type: none"> <li>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>36. 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>37. Strategies to increase parent involvement and engagement</li> <li>38. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• Introduce the 24 hour call back or write back policy whereas all staff members must respond to a parent in less than 24 hours.</li> <li>• Provide time for staff member to update the on-line grade book for each student in terms of attendance, test grades, classwork and anecdotal and responses to parent emails</li> </ul>	All teaching staff, support staff and guidance	Beginning September and ending in August for the	Administrative cabinet

	staff	2014-2015 school year.	
<ul style="list-style-type: none"> <li>•Provide translated copies of all notices and communication for those families that speak a language other than English</li> <li>•Schedule IEP Annual Review and Triennial conferences at a time that is convenient for parents, so that they can play a larger role in the planning of the appropriate supports for improved student outcomes.</li> <li>•Provide incentives for parents of at-risk/high needs students to get involved in their child’s educational program.</li> <li>•Provide parents with academic progress information on a regular basis</li> <li>•Schedule guidance conferences with students and parents who are not meeting promotional requirements.</li> <li>•Advertise all school events, including performances, sporting events and all SLC events</li> <li>•Invite parents to serve as chaperones on SLC, class and grade level trips</li> </ul>	Parents of ELL, SWD and at-risk/high need	Same as above	New Dorp HS staff, including the parent coordinator
<ul style="list-style-type: none"> <li>•Provide directions and instruction (by letter and on an individual basis) as to the means of communication between home and school, for example, use of Pupil Path and its App, use of the newly released New Dorp webpage and its App, our text messaging system, Facebook page, Twitter account, Instagram account and School messenger.</li> <li>•Continue to advertise school events on all forms of communication listed above</li> <li>•Invite parents to Showcase School events</li> <li>•Provide students with incentives if their parents attend certain SLC and school events</li> <li>•Work collaboratively with the PTA and parent members of the SLT to plan effective ways to increase and improve parent engagement</li> <li>•Utilize Tuesday afternoons and the DOE parent engagement evenings and afternoons to provide parents an opportunity to become better acquainted with school practices and their child’s performance.</li> </ul>	All parents	Same as above	Same as above
<ul style="list-style-type: none"> <li>•Continue to foster a school atmosphere that fosters cooperation, collaboration and respect between parents, staff and students by implementing all that is discussed throughout this Comprehensive Education Plan</li> </ul>	The entire New Dorp High School community.	Same as above	The entire New Dorp Community

**Part 4 – Resources Needed**

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

The resources needed are as follows: common planning time for teachers to update their on-line grade book, answer parent emails and respond to parent calls, translation services, postal budget, per session for evening events (by SLC), budget for food for evening events and other various supplies for mailings.

**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>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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:

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

Data will be collected throughout the year in terms of the number of parents attending school events and conferences. An excel spreadsheet will be created to monitor the numbers and the progress in achieving this goal. A mid-year check will take place during the last week of January with the appropriate staff members and parent leaders. Adjustments to this goal will be made at that time.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**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>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Utilizing the New Visions data sorter, we will determine those students who did not pass the ELA Regents and provide individually prescribed supports to the students who need to re-take the Regents. In addition, we will focus on a proactive approach that will identify students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the ELA Regents in June 2015	Ninth grade students entering with a Reading Score of Level 1 or Level 2 or in the bottom third of the school, have been identified by administration, guidance and teaching staff. They have been provided their content instruction utilizing a prescribed literacy program that has been designed as an interdisciplinary approach to incorporating reading and writing skills across the classrooms. Language, skill building activities and expectations are consistent throughout classrooms in regard to the improvement of the writing skills of all students. Review of student work and use of uniform assessments allow teachers to determine the specific needs of students and design differentiated instruction to meet	Small group, one on one tutoring	After-School, during lunch periods and on Saturday's

		<p>the needs. Formative assessments are utilized on a more frequent basis. We focus on sentence level skills and school-wide vocabulary work so that we can address the deficits found in the inquiry work performed. Assessments are administered 6 times a year to monitor progress and supports are provided to meet the needs of each student based on the analysis of their assessment results. There are also reduced class sizes for 11th and 12th grade students who have not yet achieved a 75% on the ELA Regents. The outcome of our inquiry process has led the school to focus on the areas of individual deficits based on an item analysis of periodic assessments, mock Regents and actual failed Regents. In addition, we are providing lunchtime, Tuesday afternoon and Saturday tutoring and on-line differentiated instruction through the use of Achieve 3000, Learning Village, Aventa, Apex, Compass, and other on-line resources.</p>		
<b>Mathematics</b>	Utilizing the New Visions data sorter, we will determine those students who	All ninth grade students entering with a Mathematics Score of Level 1 or	Small group, one on one, PM tutoring and Saturday Tutoring and double period	After-School, during lunch periods and on Saturday's

	<p>did not pass the Algebra Regents in order to provide support to the students who need to retake the Regents. In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the Algebra Regents in June 2015</p>	<p>Level 2 or in the bottom third of the school have been identified by administration, guidance and staff. They are being provided a prescribed mathematics program that has been designed as to incorporating reading and writing skills in the mathematics classroom as well as focus on the basic skills required for success on the Integrated Algebra Regents. Teachers are utilizing strategies designed around the use of graphic organizers, use of assistive technology, spiraling of lessons in the areas of factoring, fractional equations and verbal equations which have been found to be the largest area of weakness after an intense inquiry process. Language, skill building activities and expectations are consistent across classrooms, and all incoming students are expected to take the Regents after two semesters. Uniform assessments are administered 6 times a year to monitor progress and supports are provided to meet the needs of each student based on the analysis of their assessment results. There are</p>	<p>classes for self-contained special education students in Integrated Algebra classes</p>	
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		<p>also reduced class sizes for 11th and 12th grade students who have not yet achieved an 80% on the Mathematics (Algebra) Regents. The outcome of our inquiry process has led the school to focus on the areas of individual deficits based on an item analysis of periodic assessments, mock Regents and actual failed Regents. In addition, we are providing 9th period tutoring and on-line differentiated instruction through the use of Destination Mathematics, Carnegie, Prentice Hall, Learning Village, Aventa, Compass, and other on-line resources.</p>		
<p><b>Science</b></p>	<p>Utilizing the New Visions data sorter, we will determine those students who did not pass the Living Environment and/or Earth Science Regents in order to provide support to the students who need to repeat the Regents. In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the a Science Regents in June 2015</p>	<p>Inquiry work has shown that students at risk of not meeting standards in science have deficits in academic vocabulary and writing and therefore cannot appropriately complete lab reports. To this end, science lessons include a mini vocabulary lesson so that assumptions are not made regarding students' understanding of terms utilized in the classroom. In addition, lunchtime, Tuesday afternoon and Saturday tutoring is available as well as after school make up</p>	<p>Small group, one on one, PM tutoring and Saturday Tutoring</p>	<p>After-School, during lunch periods and on Saturday's</p>

		<p>labs. Technology is utilized where appropriate to support students of different learning styles. Special Education, ELL and Science teachers collaborated to create a lab manual that differentiates the required labs for each of these special populations. In 4 of the SLC's, we are experimenting with a collaborative teaching model where the ELA teacher and Science teacher, team teach the labs so that the writing deficits are supported.</p>		
<p><b>Social Studies</b></p>	<p>Utilizing the New Visions data sorter, we will determine those students who did not pass the Global and/or American History Regents in order to provide support to the students who need to repeat the Regents. In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the Global History or American History Regents in June 2015</p>	<p>Extensive work is being done by the Social Studies staff in the area of writing, utilizing graphic organizers and implementing the work of the Judith Hochman writing strategies. In addition to a comprehensive curriculum and pacing calendar, the Social Studies department has created literacy based activities, incorporating the content area course work to support the development of writing skills. An on-line textbook has also been created that is aligned with the curriculum and the skill building instruction, is translated into 7 languages and has a</p>	<p>Small group, one on one, PM tutoring and Saturday Tutoring</p>	<p>After-School, during lunch periods and on Saturday's</p>

		<p>prompt and verbal reading component to support the needs of special populations. Students who have failed to meet requirements in Global History and American History are programmed in special support classes that are focused on the skills and content necessary to be successful on the Regents exams. Students attend tutoring during lunch, Tuesday afternoons as well as on Saturday.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Referrals are made by staff, parent request or by student self-referral.</p>	<p>Students are provided individual counseling on a need basis. Priority attention has been directed to the students who were impacted by Hurricane Sandy and are still feeling the effects of the devastation. Additional grant money has been utilized for student and family support. In addition, we have focused our attention on students with severe anxiety, school phobia, depression and self-inflicted injuries (cutting). We have set up counseling sessions specific to behavior modification. Sessions take place before, during and after school as well as on Saturday.</p>	<p>5:1 Group services or individual 1:1 counseling</p>	<p>After-School, during lunch periods and on Saturday's and as needed during the school day.</p>

		<p>Students also have the opportunity participate in groups counseling opportunities through the SIUH School Clinic program or in special interest counseling sessions conducted by guidance personnel. Referrals to the Jewish Board of Family Services are a common practice and full screening has been made available. The school Psychologist is only utilized for extreme cases due to the fact that we have 13 full time counselors/social workers and the onsite Mental Health clinic. Students are provided individual counseling on a need basis. The social worker also sets up at-risk placements in order to avoid a referral process to a more restrictive setting. She monitors progress, communicates with parents and staff and meets regularly with the student involved.</p>		
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**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.

A percentage of the school budget is set aside to allow and encourage staff to pursue a highly qualified status. In addition, conversations have taken place during feedback sessions to describe the options for furthering teachers' education and professional development. Attendance at hiring fairs and strong collaboration with local college education programs has allowed us to improve our HQT status with the NYS Department of Education. For example, at the present time, we have 26 dual licensed special education teachers which allow us to staff a classroom with a teacher that is both content knowledgeable as well as verse in special education strategies.

**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).

On-going network professional development, monthly on-site staff development, daily common planning/collaboration, as well as weekly content area collaboration is the norm for the staff at New Dorp High School. Teachers complete surveys that indicate their professional needs, they set annual goals for the academic year and the information gathered from informal and formal observations, informs the planning and designing of the appropriate professional development. Every staff member has been provided direct professional development in terms of the Judith Hochman Writing Program with on-going support for the proper implementation of the skill development in the content classrooms. There is on-going curriculum development and the re-alignment of the pacing calendars and curriculum which is led collaboratively by the content assistant principal and the lead teachers. Ongoing professional development targeted to individual staff needs, based on student deficits is a regular practice at New Dorp.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).

**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.).

**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.

At New Dorp High School, teachers participate in an extensive inquiry process, where the assessment of student work is a regular practice. Staff meet once a day in interdisciplinary grade level teams by SLC and they meet twice a week by content area grade level teams. Utilizing this distributive teacher leadership model, staff create or make decisions on the uniform assessments that are utilized across a grade level content area. For example, the science department utilizes common assessments every three weeks, where the Social Studies department utilizes weekly review of student work and 4 uniform assessments for the school year. Grade leaders (teachers) organize and facilitate this work.

**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	895,462	X	13,20,23,26
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal	16,304	X	13,20,26
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	13,054,807	X	13,15,20,23,26

**<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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

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### **Parent Involvement Policy (PIP) for New Dorp High School**

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

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

other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

New Dorp High School will further encourage school-level parental involvement by:

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

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

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

## I. School Responsibilities

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

• providing a supportive and effective learning community for students and a welcoming respectful environment for parents and guardians; understanding academic achievement standards and assessments and how to monitor their child's progress by providing parent opportunities (times will be scheduled so that the majority of parents can attend); sharing best practices for effective communication, collaboration and partnering with all members of the school community; and providing involvement activities as requested by parents;

• ensuring that all funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent

• ensuring that parents have their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind 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.

## LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

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

DBN: 31r440      School Name: New Dorp High School

Cluster: 5      Network: 563

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

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

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

We assess our written translation and oral interpretation needs by analyzing the RHLA Home Language Report on ATS and our students emergency contact cards. Furthermore, teachers and guidance counselors within our smaller learning communities inform of us of any language need that may arise when attempting to reach parents.

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.

We have found that the most dominant non-English primary languages in our school are "covered" languages. Those specifically being Spanish (with students), Russian (107 students), Arabic (87 students), Chinese (71 students), and Urdu (46 students). We do have a large contingent of students whose home language is Albanian (95). This information is relayed to staff during smaller learning community, common time, department, and staff meetings.

## Part B: Strategies and Activities

---

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

Written translations have been and will continue to be obtained from either the Department of Education Translation and Interpretation Unit, outside vendors, or in-house school staff. . The school will provide translation letters for policy, regulations and informational notices including but not limited to half-days, graduation requirements, IEP meetings, administration memos and forms. Parents are also notified that if they are unclear on how to fill out certain forms and items they can visit the school and we will have someone assist them in their native language. If that is not a viable option, the school will utilize the Department of Education Translation and Interpretation unit.

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

We are fortunate to have in-house staff who are fluent in most of the dominant home languages of our student population. For those languages which are not covered, we hire outside contractors, or utilize the Department of Education's Translation and Interpretation Hotline. These services are provided for parent-teacher conferences, IEP meetings, PTA meetings and any other important school event.

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

- a. We provide each parent whose primary language is a covered language with a print out of the Parent Bill of Rights in their native language (by mail) which informs them of their rights regarding translation and interpretation services in the appropriate covered language with instructions on how to obtain such services.
- b. We clearly and conspicuously post signs translated in the covered languages at our front entrance informing parents of the translation services available to them.
- c. Our safety plan affords all parents, regardless of language, access to our administrative offices. This is done through on-site translation provided by staff &/or DOE Translation hotline.
- d. Presently New Dorp High School does not have a non-covered language consist of at or above 10% of our entire student population.
- e. The departments website provides translations for all critical documents in the covered languages





**Division of Specialized Instruction and Student Support  
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer  
52 Chambers Street, Room 209  
New York, New York 10007  
Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: New Dorp High School	DBN: 31R440
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 130
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 15
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 13

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

New Dorp High School consists of eight smaller learning communities and a total of 2,845 students.

Our population consists of: 130 ELL's (4.5%)

73 Newcomers; 26 Middle Years; and 31 Long Term ELLs

34 SIFE students (19 of which are also ELLs)

Spanish is by far our largest subgroup with 58 students who are native Spanish speakers. Other subgroups of considerable number are: 18 native Arabic speakers, 12 native Urdu speakers, 9 native Albanian speakers, and 15 students whose native language is a dialect of Chinese.

According to the AMAO Tool Estimator, 57 of our current ELLs made progress towards reaching Goal 1, while 45 of our ELLs did not. Based off the 2014 NYSESLAT, 66.9% (91) of our ELLs made progress in English Language Acquisition and 24.3% (33) of our ELLs tested proficient. However, of the students who sat for the exam and did not test proficient (108 total), 49% received their lowest scores in both the reading and writing subtests. Furthermore, another issue of concern is that only 14 of our current ELLs have passed the ELA Regents.

As a result of the aforementioned data and the removal of extended day tutoring, New Dorp High School is proposing to use our Title III funds to offer afterschool and Saturday tutoring sessions to focus on our students reading and writing skills so they can have increased success on the ELA Regents, NYSESLAT exam, and become more college and career ready.

Currently, our Freestanding ESL program supports content area instruction in English for our ELL students. This year we are pushing-in an ESL teacher to the Living Environment class for our ELL students. This collaboration will allow these non-English speakers the methodologies and supports from the ESL teacher while content is given by a licensed living environment teacher. Both teachers work closely to ensure students aren't being left behind.

We supplement our daily ESL instruction with Achieve 3000, a differentiated online reading program. This program helps support English language development and build their reading skills. Furthermore, Achieve3000 strengthens native language development for our large Spanish-speaking population because it is a dual language program which also has articles in Spanish. Our success with Achieve3000 has been recognized city-wide and our students' reading scores have improved. Over the past six years of use, this program has proven to be quite beneficial to improving our students reading levels as indicated by lexiles assessed within the program.

Our ESL teachers are continuously learning new approaches to meet the needs of our ELLs. One

## Part B: Direct Instruction Supplemental Program Information

example is utilizing New Dorp's Hochman Writing Initiative. This writing program provides teachers with instructional strategies for the development of written language. It offers specific techniques to add structure, coherence, and clarity to students' expository and narrative writing. The program assists the students on how to become better writers while incorporating common core tasks which call for students to create claims and counterclaims and justify their positions with evidence and reasoning. This program also aids in preparing the students for the new state exams which will begin in 2015.

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

\* An afterschool program that will utilize Achieve3000 to support the skill development of the ELL students, particularly our newcomers who especially need differentiated reading materials to meet their language needs. The program will have a dual component this year; in addition to developing their reading skills, we have added a Living Environment, Global History and American History component. These content-specific teachers will utilize differentiated articles on Achieve3000 to help them improve the literacy skills of their students while also increasing content knowledge. Data reveals our ELL population, like the general student population, has struggled greatly with these courses due to lack of academic vocabulary, failure to complete mandated labs, and difficulties reading and analyzing primary sources. This afterschool program will be led by a licensed ESL who will collaborate with a licensed Living Environment and History teacher to assist the students with strategies and hands-on materials to help them comprehend daily content and build their reading skills and Tier III vocabulary. This program will meet twice a week for two hours each day for approximately 6 weeks. Student data will be discussed and monitored by our Center Inquiry Team and disseminated to the New Dorp Staff through weekly SLC meetings. Parent meetings will be held to discuss students' progress. The licenses for Achieve3000 were purchased utilizing the SIFE grant.

\*An intensive Regents tutoring course will be held for the four Saturdays that precede the January and June administration of the Regents exams. ELL students who were not successful on the previous year's Regents will be invited to attend these four hour sessions that will target the areas of weakness to ensure success. ELL students who are taking the Regents for the first time are also encouraged to attend these rigorous sessions. These sessions will be led by a licensed ESL teacher and a content specialist. An item analysis of previous exams will serve as the basis of the skill work needed for these sessions. The purpose of this program is to increase the graduation rate of our ELLs, which is often hindered by the failure to pass the ELA Regents (as indicated earlier).

\*An afterschool program that will utilize the Hochman Writing strategies and a balanced literacy approach to improve the reading, writing, and English language acquisition needs of our students and also to boost NYSESLAT scores as it pertains to comprehension in listening, reading and writing for ELL students. We will particularly focus on our Middle Year ELLs in this program in hope of preventing them from maturing into Long Term ELLs. This supplemental program will meet for a total of 10 hours-- two times per week for one hour beginning in April This program will be led by a licensed ESL teachers.

\* An afterschool program that will focus specifically on the speaking skills of our ELL population. After analyzing NYSESLAT data, we noticed students with Asian backgrounds struggled most on the speaking

### Part B: Direct Instruction Supplemental Program Information

section of the exam. To improve their confidence and ability, our ELLs will be encouraged to meet with our drama teacher to work on mannerisms, pronunciations, projections, and clarity. The drama teacher will collaborate with a licensed ESL teacher to ensure he is using proper ESL methodology. This program will also meet for a total of 10 hours and start in April.

### Part C: Professional Development

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

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

Begin description here:

Professional development for ESL teachers and the content area teachers is an ongoing investment that District 31 and New Dorp High School takes very seriously. Our entire staff and especially those teachers who teach our English Language Learners utilize the Judith Hochman Writing Program in their instruction, as well as attend professional developments led by the Hochman Writing Revolution staff to support their practices with the writing strategies.

Through the SIFE grant in 2010-2011, New Dorp High School purchased "Teaching Strategies for English language Learners" (secondary level)- A Professional Development Package. This professional development package will be sustained this year by selecting ten teachers that teach our ELL population. New Dorp is fortunate to have a growing student population and as a result a consistently expanding staff. The continual use of this professional development will enable new teachers to incorporate teaching strategies and differentiated activities into their lessons that best meet the needs of English Language Learners. The program consists of multi-media resources aligned to New York City's Quality Review and was designed to provide high quality professional development that enhances instructional and assessment practices. Materials include the resources, research-based strategies, and classroom management tools that all teachers can use to systematically build English language skills through content area instruction. With an emphasis on differentiated instruction and Response-to-Intervention (RTI), the concepts outlined in the program will help teachers to plan culturally responsive quality instruction with ongoing progress monitoring. classroom culture based on respect and trust, encouraging high expectations for all learners. After completing the program, all selected teachers will meet to reflect on curriculum and practice that will promote student achievement and strengthen the home-school connection. This professional development will provide forums for facilitating guided conversations based on shared information. Differentiated lessons geared toward the ELL population will be formulated and shared within this professional development.

### Part C: Professional Development

\*All teachers participating in any of our Title III programs will attend Achieve3000 professional developments, which are funded through SIFE grant allocations.

\* Through STVP funding, New Dorp High School has purchased schoolwide access to Academic Worldbook Online. This resource contains an online encyclopedia, video catalog, and primary source library which can be translated into 29 different languages. Additionally, we have access to Gran Hispanica, which is their version of a Spanish encyclopedia. Our E.S.L. coordinator will train the staff on how to use these tools to increase content knowledge for ELLs in their native language.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

With Title III funding, New Dorp plans on holding a biannual family night where speakers from the Adult Learning Center at the College of Staten Island can meet with our ESL students and their parents. The Adult Learning Center offers many ESL classes, information regarding immigration issues, and other free services to our local community. At this meeting, students and parents will receive support and information about eligibility for DACA (Deferred Action for Childhood Arrivals), College and Career Planning, Vocational Training programs, and any immigration questions with Citizenship Now. Students will be informed of the CUNY Language Immersion Program, CLIP, which is an intensive 25-hour a week program for students admitted to CUNY that need to improve their academic English. In addition to the staff at the Adult Learning Center, we will have New Dorp's guidance counselor of the college office, our transition coordinator, and a school social worker to assist families with any questions about the prerequisites required for students to graduate at New Dorp and enter the collegiate/professional world. We will have teachers and paraprofessionals who are bilingual present to assist in interpretation. The purpose of these events will be to increase our ELL parents ability to support their children and lead them on a path for academic success.

To encourage parent participation we will be providing refreshments. Parents will be notified a few ways. We will send a generated letter home (translated in the appropriate language) as well as an automated voicemail and a notification via Pupilpath. A secretary will oversee this process.

### Part E: Budget

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

Allocation Amount: \$16304

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>440</b>
School Name <b>New Dorp High School</b>		

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

Principal <b>Deirdre A. DeAngelis</b>	Assistant Principal <b>Deborah Cunningham</b>
Coach	Coach
ESL Teacher <b>Lixia Li</b>	Guidance Counselor <b>Lisa Auriemma/Social Worker</b>
Teacher/Subject Area <b>Arminda Francisco/Science</b>	Parent
Teacher/Subject Area <b>John McLaughlin/Math</b>	Parent Coordinator <b>Donna LeChelgrin</b>
Related Service Provider <b>Pamela Katzman</b>	Other <b>Kathleen O'Connor/I.S.S.</b>
Network Leader(Only if working with the LAP team)	Other <b>Craig Simonetti/Social Studies</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>10</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>2777</b>	Total number of ELLs	<b>129</b>	ELLs as share of total student population (%)	<b>4.65%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

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

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>	<b>71</b>	<b>6</b>	<b>4</b>	<b>25</b>	<b>9</b>	<b>8</b>	<b>33</b>	<b>2</b>	<b>19</b>	<b>129</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	24	18	20	0	62
Chinese	0	0	0	0	0	0	0	0	0	7	3	9	0	19
Russian	0	0	0	0	0	0	0	0	0	1	1	2	0	4
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	3	2	3	0	8
Arabic	0	0	0	0	0	0	0	0	0	4	3	4	0	11
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	6	0	6	0	12
Other	0	0	0	0	0	0	0	0	0	4	1	5	0	10
<b>TOTAL</b>	<b>0</b>	<b>49</b>	<b>29</b>	<b>51</b>	<b>0</b>	<b>129</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	0	0	0	0	0	0	0	0	14	5	3	0	22
Intermediate(I)	0	0	0	0	0	0	0	0	0	15	10	21	0	46
Advanced (A)	0	0	0	0	0	0	0	0	0	20	14	27	0	61
Total	<b>0</b>	<b>49</b>	<b>29</b>	<b>51</b>	<b>0</b>	<b>129</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>	0	0	0	0	0	0	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- 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.
  - Our beginner teachers use the RIGOR placement tests to assess letter recognition and basic reading levels. Students are tested for syntactical awareness, phonics, tier one vocabulary, and writing. Additionally, analysis of the LAB-R helps us determine the literacy levels of our newcomers. Especially for our native Spanish speakers because the Spanish LAB can help us decipher the approximate

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

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

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

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

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

Our largest literacy initiative is built around building reading comprehension skills. Therefore, we incorporate many strategies to assess our ELLs skills in reading comprehension. One type involves having a student read a passage that is at an appropriate level, and then having them answer factual questions about the text. A second type involves a student answering inferential questions about implied information in the text. A third type involves a student filling in missing words from a passage. A fourth type is to have a student retell the story in their own words. Lastly, we utilize Achieve 3000 to continually measure our students' growth with reading comprehension according to Lexile Levels.

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

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

- Likewise, our Chinese and Asian population struggle with the Alphabet adjustment. The majority of them (76%) place as Beginner's

on the NYSESLAT. However their growth is uneven. After a few years, 29% have reached the Advanced proficiency level, while 23% have shown limited to now growth. As a whole, this population has great difficulty with the Listening portion of the NYSESLAT and also shows difficulties in reading and writing.

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

N/A

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

6. Since the only program we have at this time is Freestanding ESL, our primary emphasis at this time is second language development and all instruction is provided in English with native language support. To accurately assess the child's second language fluency, we interview parents during the intake process. Using the HLIS survey questions, an interview of the child's educational and personal background, and scores on the LAB-R, we are able to make a fair assessment of their current abilities in English. Besides our ESL staff, all content area teachers utilize the Hochman Writing Method and close-reading of texts. Every subject area has a writing curriculum where skills are taught with consistency throughout the school. Students enter 9<sup>th</sup> grade (whether ELLs or not), with the assumption that their writing skills in English is minimal. Their content teachers begin by focusing on grammar and sentence skills, such as creating and identifying different sentence types, recognizing complete sentences and fragments, and writing simple sentences. From there, our school-wide writing curriculum progresses to a

paragraph. Students learn how to write topic sentences, and detail sentences that contain appositives, conjunctions, subordinating conjunctions, and transitions. Once students show mastery or familiarity with the paragraph structure, they are then instructed on how to create introductions and conclusions utilizing the G-S-T method. This method teaches students to start with a general statement and become more specific as their introduction progresses, culminating in a clear thesis statement. Furthermore, all subjects use turn and talks, think-pair-shares, and other activities which require students to communicate their thoughts in English.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. The initial identification of potential ELLs is done as soon they enter our building. The student and parents meet with our pupil account secretary who then alerts our LAB/BESIS Coordinator, Assistant Principal of ELL, or pedagogues who are trained in the ELL identification process when a student has a home language that is other than English or their native language is other than English. If an interpreter is needed, we contact the Department of Education's translation line or find a bilingual staff member to help assist in the identification process.. Currently, Ms. Li, a licensed ESL teacher, is fluent in Chinese. Ms. Torres, a licensed ESL teacher, is fluent in Spanish. Mr. Cherry, a licensed pedagogoue, is fluent in French. Additionally, we have a large group of bilingual paraprofessionals who assist the trained pegagaoues in the process. Ramsis Azer speaks Arabic, Dolores Bellia speaks Italian, Jayleen Fernandez, Dolores Osario and Rosa Ciaravino speak Spanish, Fatbarda Maqellara and Merita Marku speak Albanian, and Svetlana Mirochnik speaks Russian. The trained pedagogue assists the parent in filling out the Home Language Identification Survey (HLIS), which is translated in 9 languages, to determine what language the child speaks at home. The trained pedagogue then conducts an interview with the parent and student. This interview is important because it often informs us if the questionnaire adequately tells the story of their language ability and thus we try our best to make sure parents are attentively engaged and truly understand the questions we are asking them. We make sure to ask the parents about time away from school which extremely important in determining a student's educational needs and to see if they may qualify for SIFE. A student is considered to have a home language other than English when one question (Part I: questions 1-4) indicate that student uses a language other than English and when two questions (Part I: questions 5-8) indicate that student uses a language other than English. If this is the case then we administer the LAB-R within 10 school days of their initial enrollment. For those students who we feel may a have a gap in their education or be in the early stages of literacy, we request they complete the writing sample as well to help us determine their current skill base. For the Spanish-speaking ELLs, we also administer the short version of the Spanish LAB. Service eligibility for new entrants is determined by cut scores on the LAB-R. If the students score below proficiency on the LAB-R they become eligible for state-mandated ELL services. Based on their score they are then placed in either a beginner, intermediate, or advanced program. To ensure that no students are failed to be tested within 10 days, our LAB/BESIS coordinator checks the ELPC and RELR daily on ATS.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. At New Dorp High School it is a priority that parents are clearly informed about the three program choices they can choose from. Besides discussing the merits and details of each program at parent orientation, we make it a goal to disperse this information to them at a one-to-one meeting which is usually done the first time the parents enter the school to register their children for classes. At this meeting we provide the parents with the ELL Parent Brochure, which is printed off of the English Language Learners: Family Resources Page on the Department of Education website. This brochure is available in ten languages. Additionally, every parent watches the parent orientation video in their preferred language. Our trained pedagogues and administrators will answer any further questions parents may have about the programs. If we are unable to find a translator, we call the Translation and Interpretation Unit and seek their assistance. If a parent fails to make a choice, we record their selection as a TBE program by default and look over our numbers to see if we have the prerequisite needed to start such program. When there are 20 or more ELLs of the same language in any single grade in grades 9-12 we will then create a bilingual program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. Parent forms and entitlement letters are given out as soon as we determine entitlement. We try to accomplish much of this when the parents registers their child for our school. If a student is eligible for LAB-R testing (based off the HLIS) we request the parents wait at school while we administer the exam. After an informal hand-scoring, if a student is eligible for ELL services, we then provide the parents with the Parent Survey and Program Selection form. Before they fill it out, we briefly describe to them the TBE, Dual Language, and Freestanding ESL programs, as well as provide them with ELL Parent Brochure in the appropriate language. Each parent also watches the parent orientation video (in their native language if available) on the D.O.E. website before filling out the form. Translated texts are provided (if available on the D.O.E. website) based on the language parents requested to receive information. If we do not receive a certain form back or a parent leaves it blank we record their choice as TBE. Entitlement letters are distributed after the NYSESLAT scores are announced. These forms are mailed home in the language the parents requested to receive information in on the HLIS. The Home Language Survey, Parent Choice Survey, Entitlement, Continued Entitlement, and Non-Entitlement letters are all stored in the student's cumulative folder and an additional copy is kept in the office of the LAB/BESIS coordinator. Yearly checks are made to ensure these forms have been returned and are on-file. At the onset of each year, the LAB/BESIS coordinator reviews the RLAT and sends home the appropriate entitlement, continued entitlement, or non-entitlement letters.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  4. Our criterion for placing students in ESL or bilingual programming is parent based. We inform parents that if 20 students of the same native language and in the same grade levels select Transitional Bilingual Education that a bilingual class will be opened. Once we receive 5 of the same choice, we will begin researching the resources and staff needed to create such a program. At this time, New Dorp High School does not have the required numbers to offer a bilingual program. Until that time students are placed in a Freestanding ESL program. As mentioned earlier, we provide parents who do not speak English (and even those who do) with the ELL Parent Brochure translated by the D.O.E. into nine languages. We also utilize the Translation and Interpretation Unit to further clarify and explain any and all information.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
  5. The NYSESLAT is given during the spring. There is a specific window in which the speaking section must be administered. A group of teachers were trained by the LAB/BESIS coordinator, who attends all relevant testing professional developments, on how to administer the speaking section of the NYSESLAT. Once the speaking portion is completed and secured, the listening, reading, and writing portions of the NYSESLAT is given—generally on the first Tuesday within the testing window for those sections. Letters are generated and sent home to notify parents that their child will be tested and how imperative it is for a student to sit for all parts of the exam. Letters are also generated to inform the students of the day, time, and location of the exam. A portion of the school is cornered off for the exam and an entire wing of rooms is utilized. Generally there are four rooms for the ELL students and three rooms for ELL-SWD students. Once the exam is completed, they are collected, separated, and stored in a secure location. The next step is grading the writing portion of the exam. Non-ESL and English teachers are selected to grade the writing portion. Orientation is given to the selected teachers and training on the scoring rubric is provided. The speaking score is then transferred to the appropriate place on the exam. Once this process is completed, booklets, answer documents, and cover sheets are bubbled and placed in the appropriate bags for shipment. New Dorp High School has been extremely successful in having a large number of ELLs sit for this exam. We do also offer make-up dates for students who may have been absent. To ensure that every eligible student takes the NYSESLAT exam, the Assistant Principal and LAB/BESIS coordinator run the RLER report and crosschecks it with the RLAT and ELPC screen.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    1. a) The current program model at New Dorp High School is the Freestanding English as a Second Language program in grades 9-12. In this program, students' placement is determined by the most recent NYSESLAT results or the LAB-R for incoming students who are new to the D.O.E. We utilized the self-contained class models which are taught by licensed ESL teachers. Two of our ESL teachers also have English teaching licenses and mesh ESL methodologies with the English departments curriculum. In addition to self-contained ESL classes, we utilize a push-in model for support in Global History (9<sup>th</sup> and 10<sup>th</sup> grade).
    - b) Our ESL classes are programmed homogeneously based on NYSESLAT results. Doing so enables our teachers to use the modality reports to focus on problem areas. For our push-in History classes, student groups are heterogeneous.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    2. a) In accordance with CR Part 154, beginning-level ELLs are enrolled in three periods of ESL instruction per day, intermediate are programmed for two periods, and advanced receive at least one period. Since our classes are 45 minutes long on average, our students exceed the mandated number of instructional minutes at all levels. For instance, beginning ELLs receive 675 minutes per week of ESL instruction based on our bell schedules. Likewise, advanced ELLs receive a minimum of 225 ESL instructional minutes per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  3. Our Freestanding ESL program supports content area instruction for our ELL students. For instance, in 9th and 10th grade history, many of our ELLs are placed in a class that utilizes a push-in ESL teacher who provides support and uses ELL methodologies to supplement the content matter. Furthermore, most of our ELLs are programmed for a Living Environment class which is taught by a QTEL trained science teacher. Our students are also able to take advantage of 100 minutes of tutoring weekly, which is offered during 9th period on Monday and Wednesday. Our ESL and content teachers have access to Achieve3000, which is a differentiated reading program that greatly enriches language development. Our staff has access to I-Pad and laptop carts, in addition to numerous computer labs within our building. The majority of our ELL students uses Achieve3000 on a daily basis and has seen their reading and lexile levels improve significantly. All our classrooms are print-rich and have word walls. Teachers use think-alouds, annotation, and close-reading skills. Lastly, our ESL teachers attend professional developments pertaining to the Common Core and follow the English curriculum on the particular grade level they teach. All staff members, ESL and content teachers, use the Judith Hochman Writing Skills in their daily lessons. Our school's writing program has been featured in The Atlantic magazine and begins with basic sentence structure, slowly advances to paragraphs, then four-paragraph essays, and culminates with a research paper in senior year. Each writing task includes a rubric and numerous modeling activities to help focus the energies and processes of our students. It is a writing process that incorporates explicit teaching of fundamental writing skills, emphasizes expository writing, and focuses on sentence-level foundational strategies taught concurrently with paragraph and essay-level skills. Teachers model many of these skills and students work in small groups at times. Furthermore, to ensure content is comprehensible, each content teacher has access to dictionaries to foster language development and focus on building student's academic vocabulary. Our library has many texts in different languages and many of the content textbooks also have translated versions. In regards to improving speaking skills, teachers use think-pair-share activities, open-ended questions, and jigsawing to create opportunities for students to talk and express their views.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. New Dorp High School educates 17 different language speaking categories of students. Our ELLs are screened on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word and text reading. The Spanish speakers are given the Spanish LAB upon entry to New York City school system. The other languages are evaluated by the LAB-R scores and if possible, informal evaluations made by staff at the school. We benefit from having ESL teachers who are fluent in Chinese and Spanish, by far our two largest language subgroups. Their expertise is crucial in assessing students and offering native language support. Furthermore, other staff members are fluent in Albanian, Russian, Arabic and French. They are used to provide translations and support whenever necessary. Lastly, Achieve3000 and Destination Math allows our teachers to assess students in both English and Spanish, which is an extremely important ability since 48% of our ELLs are native Spanish speaking. At this time, we do not have bilingual or dual language programs and thus students are not graded in their native languages unless they utilize that option on the content area. Each student is given this option prior to taking the Regents.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. All ELL students are evaluated in the four modalities throughout the school year. Beginning in 9th grade, listening passages are introduced not only to have the students prepared for the NYSESLAT but also for the ELA Regents. Listening activities and assessments are done a weekly basis in our ELL classes. Speaking is part of every class. Teachers are encouraged to try to facilitate classroom discussions using accountable talk. Daily lesson plans are focused around essential questions which are open-ended and probe students to build an argument with sufficient evidence. Furthermore, many teachers use jigsaw and Think-Pair-Shares to force students to talk to each other in order to solve problems. The goal is to have students be actively engaged in each lesson and have them contribute vocally in approximately half of the lesson. Reading and writing instruction is done on a daily basis across all content areas. Writing is a huge instructional objective of our school. English and Social Studies teachers use portfolios to track students' progress. They model the Judith Hochman writing strategies to teach our students structure and organization. Quick writes are also utilized to capture the first impression of students. Our ESL teachers use read-alouds to walk

students through texts, primary sources, and pieces of fiction. ELL students use the computer lab and Achieve3000 on a weekly basis to improve their reading comprehension and Lexile levels. Furthermore, teachers use this program to differentiate articles and texts on various reading levels making it more accessible for students.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

b) Newcomer ELLs are given the opportunity to take all content area Regents exams (except English) in their native language if available. They also use Achieve3000 and Destination Math which provides them with instruction in Spanish and English. All ELL students are offered the opportunity to take part in the supplemental BEST center. Most newcomer ELLs (depending upon the LAB-R assessment) are placed in the push-in history classes, as well as a science course taught by a QTEL trained science teacher. This additional support combined with the 9th period tutoring sessions offers our newcomer ELLs frequent help and personalized instruction.

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. ELL students with IEPs are fully mainstreamed for ESL services, according to their level of proficiency. These students are programmed for self-contained monolingual classes for the rest of the school day. Special education teachers are given 10 hours of professional development through multi-media package entitled "Strategies for English Language Learners." They are also

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

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

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

### 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:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

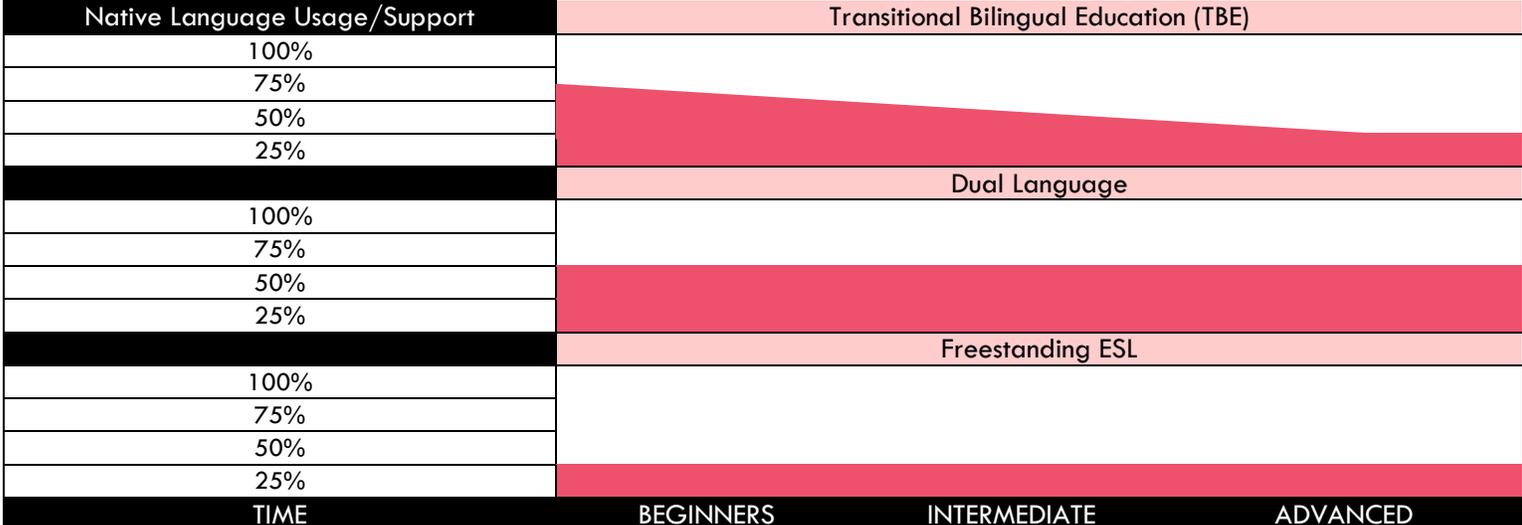
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Our targeted intervention programs for ELLs in ELA, math, and other content areas include daily articulation between content area teachers, guidance counselors, administrators, and ESL teachers in our small learning communities. New Dorp High School is divided into 8 smaller learning communities which are each led by an assistant principal and guidance counselor. Each house has its own set of teachers who meet on a weekly basis to discuss any issues they may have with students. At these meetings, staff focuses on the specific needs of students and share best practices. Professional development also occurs at these meetings. ESL teachers share methodologies with content teachers to help them differentiate learning activities for the ELLs in their classes. As discussed earlier, our targeted interventions usually focus on our flexible scheduling, tutoring periods, the supplemental BEST center, and push-in class models. In ELA, all ELLs receive a license to use Achieve3000. All staff members are aware of this and can use the program to provide accessible texts to all ELL subgroups. Besides ELA teachers using this program to increase literacy skills and reading levels, social studies teachers assign articles that provide enrichment to the curriculum. This program is extremely helpful for our newcomers and Spanish language students because it is a bilingual program. Likewise, in math, Destination Math is also a computer program that students are able to use at home in Spanish and English. It is our hope to extend this program in Arabic and Chinese. To support our beginning ELLs, we provide push-in ESL support for ninth and tenth grade global. Furthermore, a QTEL trained living environment teacher has all the ELLs in her classes. She uses ELL methodologies and focuses on academic vocabulary in her classes. Teachers encourage our ELL population to attend 9th period tutoring twice a week to receive extra support. Lastly, we send letters home to all our ELL students to encourage them to attend our Title III funded Saturday Intense Regents Review and our supplemental BEST center.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Last year 46 of our ELL population tested proficient and placed out of ELL, which is roughly 25% of our ELL population. Through the use of common time planning, Achieve 3000, 9<sup>th</sup> period tutoring, the Judith Hochman Writing Program and supplemental tutoring services, we have made significant strides in advancing our ELL students.
11. What new programs or improvements will be considered for the upcoming school year?
11. Our goal is to train more staff in Achieve3000 so ELLs can receive this language support across all content areas. We are also offering QTEL training, which is compensated at a teacher training rate, to any staff member interested in learning ELL methodologies.
12. What programs/services for ELLs will be discontinued and why?
12. This is the first year that we no longer have the majority of ELLs concentrated in a single learning community. We are affording our ELL population the chance to choose any learning academy they want. This is important because each learning community is geared towards a future career interest and offers electives and internship opportunities that can help guide our students to future success and raise their interest level in school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Our ELLs are fully integrated with other students at New Dorp High School. They are spread out through our 8 learning communities. ELLs participate on all of our PSAL athletic teams, especially soccer, in after-school clubs like the Green Club and Cooking Club, as well as in our dramatic art programs, which includes but is not limited to Sing, Glee Club, and the Black Box Theatre. Many of our ELLs take advantage of our 9th period tutoring sessions and supplemental Saturday School programs which provide free SAT tutoring and art classes. Our supplemental BEST center is tailored specifically for our SIFE population but is extended to our entire ELL population. This center provides students with time to work more closely with ESL and QTEL trained teachers in all content areas.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Instructional materials in the Freestanding ESL classrooms include, but are not limited to: Visions, a language development and reading program in the proficiency levels of pre-literacy to transition. The Heinle Reading Library Illustrated Classics Collection. We also use Voices in Literature, from beginning to advanced, which integrates authentic literature and fine art illustrations with rich and interactive learning experiences. The Heinle Picture Dictionary for the beginning to intermediate ELLs, as well as the Basic Newbury House Dictionaries and Word to Word dictionaries in various languages. We also use the Grammar Connection program in our intermediate and advanced classes. In our Regents preparation courses, which focus on the intermediate and advanced ELLs, we use the "Getting Ready for the English Regents Essay" course which is centered around 3 pieces of literature: The Dominican Dream, Buried Onions, and the House on Mango Street. The R.I.G.O.R. reading program is used with our beginner ELLs.

Achieve3000 is used with all our ELL subgroups to differentiate reading assignments and provide bilingual support for our Spanish speaking students. Destination Math is used to provide bilingual support for our Spanish speaking students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
15. At this time, Freestanding ESL is the only program at New Dorp High School. Our parents overwhelmingly choose this option. In this program, native language support is offered through our Achieve3000 and Destination Math programs which is in English and Spanish. Students use classroom laptop carts for translation programs, as well as 1:1 dictionaries and glossaries. Our Freestanding ESL teachers encourage students to work in small groups and pairs so students can speak in both English and their native languages in order to complete tasks with more comfort. Additionally, two of our ESL teachers are bilingual: speaking Chinese and Spanish. We also have a native language library and many bilingual paraprofessionals who offer translation services.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
16. All our ELL students are placed in the same courses that our non-ELL population would receive. They are programmed for Regents courses with teachers who use differentiation (especially in Achieve3000 and Destination Math) and ELL methodologies to make content matter more accessible for our ELL students. Our teachers use the same curriculum materials with our ELLs as they do with general and special education students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
17. Newly enrolled ELLs also attend freshman orientation with the rest of the incoming students. They are also paired with a student who is of the same native language and serves as a mentor and helps them learn the layout of the building, bell schedule, and other helpful information.
18. What language electives are offered to ELLs?  
18. We offer Spanish or Italian to our ELL students.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

3. Our school was specifically designed to help transition middle school students into high school and set them up for future success. Our small learning communities follow a group of freshman throughout their high school career. Teachers often have students multiple times during their 4 years at New Dorp High School. Each house is led by an assistant principal and guidance counselor. Our ninth period tutoring sessions, which are offered twice a week, helps provide students with any extra help they may need. The staff of each learning community meets once a week to collaborate and focus on the needs of specific students, especially those who are considered at-risk. The structure of our school and schedule is extremely beneficial to our ELLs. The support and individualized attention they

receive has led to great success, as seen in our NYSESLAT progress and graduation rate.

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

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Our parent workshops have had success at New Dorp High School. This year we are offering the following three workshops:
    - The College Application Process for the ELL parent
    - In-house Academic Support...Who, Where, & When for the ELL Student
    - Reading & Understanding your Child's Transcript for the ELL Parent

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

2. We have partnered with the Liberty Partnership program which offers free tutoring to our ELL students and parents. In order to translate important information to parents using bilingual staff members (named in question #1 of Part IV) and the D.O.E. translation hotline. Apps and websites are also used to help staff and parents communicate.
3. We use the Skedula website which allows parents access to their children's grades, anecdotes (behavior logs), attendance, credit accumulation, transcripts, and progress. This website allows parents to directly communicate with any staff member. We also send out all correspondence in the four major languages and provide translation for entitlement and placement letters as provided on the D.O.E. website. Over the past few years, we have sent out questionnaires as to how parents are involved/familiar with technology and asking them if they understand how to read transcripts. Based upon these responses, we have set up parent meetings.
4. We are currently in the process of creating a parent handbook in various languages. This handbook will include key facts each parent needs to know in order to have a successful high school career.

#### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** New Dorp High School

**School DBN:** 440

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deirdre A. DeAngelis	Principal		12/13/13
Deborah Cunningham	Assistant Principal		12/13/13
Donna LeChillgrien	Parent Coordinator		12/13/13

Lixia Li	ESL Teacher		12/13/13
	Parent		
John McLaughlin	Teacher/Subject Area		12/13/13
Arminda Francisco	Teacher/Subject Area		12/13/13
	Coach		12/13/13
	Coach		12/13/13
Lisa Auriemma	Guidance Counselor		12/13/13
	Network Leader		
Pamela Katzman	Other <u>Related Services</u>		12/13/13
Craig Simonetti	Other <u>LAB/BESIS Coord.</u>		12/13/13
Kathleen O'Connor	Other <u>Teacher/Spec. Ed</u>		12/13/13
Maria Torres	Other <u>Teacher/ESL</u>		12/13/13