



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

09X350

School Name:

NEW DIRECTIONS SECONDARY SCHOOL

Principal:

JAMES WASLAWSKI

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

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Section 1: School Information Page

School Information

School Name: New Directions Secondary School School Number (DBN): 09X350
School Level: Middle / High School Grades Served: 6 to 8
School Address: 240 E. 172nd St., Rm B-47, Bronx, NY 10457
Phone Number: 718-410-4343 Fax: 718-410-4101
School Contact Person: Nina Morris, Asst. Principal Email Address: NMorris2@schools.nyc.gov
Principal: James Waslawski
UFT Chapter Leader: Nazeema Baboolall
Parents' Association President: Ms. Vickiana Castenada
SLT Chairperson: Shawnica Phillips
Student Representative(s): Yelitza Sanchez

District Information

District: 09 Superintendent: Leticia Rosario-Rodriguez
Superintendent's Office Address: 450 Saint Paul's Place Room 204, Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Chris Groll
Network Number: 403 Network Leader: Nathan Dudley

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 School Comprehensive Educational Plan (SCEP) 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)
James Waslawski	*Principal or Designee	
Nazeema Baboolall	*UFT Chapter Leader or Designee	
Vickiana Castenada	*PA/PTA President or Designated Co-President	
Francisco Hicks	DC 37 Representative, if applicable	
Yelitza Sanchez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shawnica Phillips	Member/ Parent	
Katrina Figueroa	Member/ Parent	
Delores Baird	Member/ Parent	
Andria Cuello	Member/ Staff	
Denise Lomax	Member/ Parent	
	Member/	

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

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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework

- **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.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **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.
- **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.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

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

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

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** 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: 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Student running records are conducted and F& P levels determine eligibility for AIS and Guided reading support. Student scores on Perf Series MOSL baseline and NY i-Ready are also used.	i-Ready; Afterschool Intervention (Tuesday, Wednesday, Thursday); Guided reading; Reciprocal reading; Close reading; ESL comprehension strategies (bilingual glossaries, cognate identification, etc.); academic coaching	Small group and one-to-one, tutoring after school; small group as a pull-out for SPED and ESL services.	During the school day for push-in or pull out periods, during regular ELA double block and after school three days a week for 90 minutes
Mathematics	Last year's NYS Math test scores, portfolio grades from previous year and MOSL baseline are used in conjunction with NY i-Ready diagnostic	i-Ready, Afterschool Intervention (Tuesday, Wednesday, Thursday), guided math lessons based on conference with NY i-Ready lesson result	Small group instruction of 5 or less and/or one-on-one instruction.	During the math block, SETTs pull-out and after school for 90 minutes three days a week.
Science	Student portfolio progress assessment.	Direct instruction on Science unit tasks and background knowledge for their completion as a support class	Small group instruction and support with projects	After school twice a week for 90 Minutes
Social Studies	Student portfolio progress assessment	Direct instruction on Social Studies unit tasks and background knowledge for their completion - done as a support class.	Small group instruction and coaching support with projects and portfolio presentations.	After school twice a week for 90 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified, discussed and actions noted at weekly or twice weekly Behavior Intervention Team, Attendance Team,	Small group or one-on-one interventions with peers, family, case workers or social work team.	One-on-one or small group	Daily during the school day and weekly after school during our ELT program.

	and supervision of the Advocate Counselor team.			
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Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The Global Kids OST program activities at New Directions will support the five DYCD goals in the following manner:

Goal 1: Foster social and emotional competencies and physical well-being

- Global Kids programs and staff develop youth's social and emotional competencies and physical well-being through the use of a positive, assets-based youth development approach.

Goal 2: Provide opportunities for youth to explore their interests and creativity

- Our Leadership, Service Learning and STEM programs are designed to develop leadership and 21st century skills in youth by engaging them in experiential and interactive service learning activities that support learning in core academic subjects, where students explore topics of their choice and develop youth driven projects and experiences.

Goal 3: Build skills that support academic achievement

- In addition to homework help, GK programs promote students' academic achievement and preparation for high school, by incorporating literacy, STEM and curriculum that addresses the Common Core Standards.

Goal 4: Cultivate youth leadership and community engagement

- Our programs cultivate in youth an ethic of service by providing them with opportunities for peer education, experiential service learning, and activism designed to address community needs, human rights, and social justice issues.

Goal 5: Engage parents and other caretakers to support the above goals

- Throughout the academic year and summer GK will engage parents and other caretakers in supporting youth's efforts to achieve the above goals by inviting them to multiple special events that showcase student work.

The New Directions Secondary School ELT program facilitated with primary community partner Global Kids will engage an average of at least 60 of our 158 students in daily academic support, personal enrichment, group advocacy, recreational and college / career readiness activities on a weekly basis for all 40 weeks of our school year. As a result of this level of student engagement in after school our June passing rates in the core 4 subject areas will be 20% higher than the June 2014 passing rate. State test scores in reading and math will improve from a level 1 to a level 2 by at least 15%.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Virtually all of our students are very high risk and this ELT program is targeted to our oldest, most disengaged student as well as our highly attending, only-one-year-overaged sixth grade student. Our targeted enrollment is to serve 40 students during the 2014-15 Academic Year. New Directions operates like a new transfer middle school. It opened its doors in September 2013, 95% are eligible for free or reduced lunch and ethnically, the school's population is 99% Black or Hispanic (The percentage of students with I.E.P's is 32% and ELL population is also 32%.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Enrichment Activities (STEM focus) 4 hours— GK will conduct activities focused on building students' digital literacy and 21st century skills through its Online Leadership Program. GK is a pioneer in the development of after school programs that engage youth in building substantive understanding and application of technology and information literacy skills. In the NYC Haunts program (one semester) participants explore the history of their neighborhood and discuss an issue of importance to them or their community through the design of a mobile game to be played around their school. Using an easy to learn computer program they create an interactive, digital scavenger hunt played with mobile devices. The program develops in students' 21st century skills such as programming, problem solving, and collaboration as they incorporate personal narratives and global issues into a game about their community. In the Playing for Keeps program (one semester) participants learn the basic concepts of game design and start understanding games as a form of media creation. Exploring global issues that are relevant to them, students create a game of their own incorporating storytelling, game design concepts, and technological fluency. Using popular platforms such as Gamestar Mechanic and Scratch to create their games, participants develop computational thinking, systems thinking, and learn to develop and complete their ideas through the design process.

Leadership Development/Civic Engagement 4 hours every week – GK will offer its comprehensive leadership development and civic engagement program designed specifically for middle school youth. Using GK's own student-centered curriculum, Community Service: Ourselves, Our Community, and Our World, students will learn to think critically about themselves and their roles as productive citizens in society. The goal is to develop students who are agents of action within their school and local community. The curriculum is divided into three thematic units: 1) Ourselves; 2) Our Community; and 3) Our World. Learning activities guide students on a journey that begins with students' self-exploration and inner reflection, expands to an application of students' strengths and abilities in their home community, and culminates with teambuilding and development of a service-learning project.

In the first section, students take a journey inward. The learning outcome for students is an increased awareness of the self through cultural expression. Next, students examine how they can apply the strengths identified in unit one to make positive contributions to their school and home community. The focus is then on building a group identity through teambuilding activities in order to empower the students to develop a self-selected service-learning project with the goal of encouraging the school community to participate. The social and emotional needs of the students take priority in the lessons. GK strives to make its workshops a "safe space" for the participants where classmates' views, attitudes, and actions are respected.

Optional Activities

Peacekeepers/ Peer Mediation - Students will learn to promote a caring and cooperative environment where young people are safe, respected, nurtured, and challenged and are able to manage conflict constructively.

Green Team - Students in the Green Team will learn about environmental sustainability from a variety of perspectives. Participants will learn about larger global environmental issues such as climate change, but focus specifically on how

they and other young people can make a positive impact in their schools and communities to promote sustainability and address local environmental issues.

Global Health and Wellness - Students will learn and understand the meaning of global health, specifically focusing on health as a human right both in their communities and around the world.

Homework Help -- Students will have the opportunity to complete their homework with help from Global Kids staff and carefully chosen students from the Global Kids High School Program.

Global Arts -- Students will explore global and community issues through various art based avenues including, but not limited to theater activities and visual arts based projects.

Physical Activity/Healthy Living - Students will participate in organized physical activities that include games, team-building challenges and sports.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

To ensure the program meets and maintains contracted enrollment numbers, intensive outreach and recruitment will begin in Spring 2014, and continue throughout the fall. To maintain program numbers school staff will continually refer students to the ELT for doing make up grade work and for academic intervention. GK will work with school staff to reach sufficient numbers of 6th, 7th and 8th graders with the goal of maintaining enrollment of at least 40 (over-enrollment of 25%). The ELT implementing agency, Global Kids, will over-enroll students to account for attrition across the school year. Students were recruited through small group presentations, larger school assemblies, and meetings with parents at which, GK outlined the goals, expectations, requirements, and benefits of the program. Additionally, Global Kids routinely meets with the school to send targeted communications to parents at each part of the school year (4 report card marking periods). GK also publicizes the program by leafleting the campus school building, with high visibility during September return to school. And by reaching out via phone or in person to youth and parents referred by other school staff members and administration.

To ensure that the program successfully engages and retains participants, special activities including day trips and service-learning projects are held throughout the year. GK staff maintains records of each student's participation and completion of required enrichment and leadership development hours, as well as hours spent in optional activities. We offer targeted group activities including retreats, service days, and special programming on school holidays.

The ELT's attendance policy, from the beginning of the program, was clearly iterated to participants, school administration and families. It is as follows: for students who miss three program days in a row they have to have a parent sign a renewal of commitment contract to have the student return. If the student misses three more days following the renewal of commitment contract, he/she will be dropped except in the case that the absences were due to a family/medical/other emergency. Proof will be required.

Each summer we will debrief with students and take their suggestions into consideration regarding our program offerings and incentives. We also have veteran GK program participants acting as recruiters for each new year. They will also go into classrooms in September to help sell the program.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The school-based staff members responsible for implementing the ELT are classroom teachers: PE Teacher Andria Cuello will supervise program attendance, and handle program logistics each day, five days a week as well as coordinate all sports team activities. In addition, nine core content area teachers for special education, ESL, math, literacy, social studies and science will also serve the ELT at New Directions. Our selected High Quality Community Partners are Global Kids and Publicolor – both of which have a well -established success record for engaging middle and high school youth in after school programming for academics, arts, advocacy, college and career readiness.

Global Kids is the coordinating community partner which serves as the umbrella organization under which all after school activities are coordinated and take place. This partnership is funded by the City of New York’s COMPASS (OST) funding base. Global Kids involvement is high level, with two full-time professional staff members who work during and

The OST Global Kids Program Director is responsible for program design, oversight, daily staff supervision, and alignment with school goals

The Global Kids Educational Specialist will be responsible for curriculum design and implementation (using and adding to existing GK curriculum), and alignment with school goals

Global Kids utilizes its many years of working in the field of digital learn and its member in the HIVE network and other tech networks to identify additional STEM Activity Specialist. These teaching artists conduct STEM and Art classes that are offered to the students.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Three hours per week of at least two content area teachers per subject (8), an ESL teacher/specialist, paraprofessional support for students in ELT who need a 1:1 para;
 Two ELT/CBO coordinators for the site and 6 part-time facilitators;
 One full-time DOE school-based coordinator who handles any and all disciplinary matters with the CBO partner and DOE staff;
 School payroll and pupil accounting secretary;
 School-based outreach team led by Community Coordinator;
 One school supervisor (AP or Principal);
 Per-session overtime for DOE staff;
 A laptop computer for every ELT student;
 Access to a school gymnasium twice weekly;
 Arts supplies;
 Student work stipends;

Part 3c. Timeline for implementation and completion, including start and end dates.

This is a year round program which began on September 13th and will continue through the school year ending June 26th. The program runs Monday-Friday from 2:50pm-5:15pm. Global Kids also run Holiday planning that run when school is closed, including mid-winter break and spring break.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Global Kids is funded through a DYCD grant and Publicolor is privately funded through their own fund-raising efforts. New Directions is a recipient of a state funded School Improvement Grant (aka, SIG Grant).

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Global Kids conducted observations by our Outcomes team along with a focus group and a survey that the young people completed. We will use these tools to make informed decisions about program offerings. We will also utilize DYCD online reports to evaluate trends before and throughout the program year. By February

15th, Global Kids will conduct first round of evaluations/focus groups. A final round of evaluations will be conducted at the end of the year to show growth from ELT program.

Part 5b. Complete in February 2015.

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

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Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

As a new expanding school we posted a detailed job description including a program description that outlines staff commitments and needed or desired professional and personal background attributes.
 A hiring committee of Union Representatives, Students, Assistant Principal and the Principal vetted resumes and panel interviewed and selected qualified candidates as outlined in the NDSS job posting
 For retention we have engaged the services of five professional development vendors (Frank Wright assoc., re-Design NYC, Eskolta, New York City Math Project at Lehman College, Center For Supportive Schools and Wediko Children's Services) to train and coach staff on every aspect of our school model and student culture. These trainings run all year long and cycle over again in July each summer for new staff members.

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).

Professional development will be provided by Re-Design to help staff implement and appropriately modify our instructional model based on the supervision and observations of teaching practice conducted using the Danielson Framework for Teaching
 Language development PD will be provided by consultant Olivia Antansovska to assist our ESL and bilingual team to develop small group instructional practice around language development, reading and writing.
 Reading instruction and literacy curriculum development is provided by coach Oivia A (formerly AUSSIE) throughout the year
 Asynchronous learning and mastery-based grading PD is provided by I-Zone Pilots and i-Zone coach Andrew Rabinovici
 Bi-weekly program impact and student progress meetings continue our focus on instruction and assessment of student learning to evaluate the effectiveness of our PD and efforts.

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.).

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

New Directions Secondary School has partnered with **Eskolta School Research and Design** for the 2014 and 2015 school years to develop a periodic assessment system for math, literacy, and science which includes three annual assessments as measures of learning progress, with predictive indications for NYS test performance and at least 6 professional development sessions to assist staff in the analysis and planning of next instructional moves. Teachers have collaborated with ESKOLTA to design the test questions and to give accurate indications as to the scope of each test. This has created a highly collaborative assessment practice program which has been embodied in the Curriculum and Assessment Design Team work for 2015.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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	\$143,163	X	Pages 8-14;
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	Pages 2 to 6
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,392,968	X	Pages 14 to 21

¹Explanation/Background:

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

Section 7: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy Of New Directions Secondary School **2015**

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

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

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

school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Community Coordinator to serve as a liaison between the school and families. The Community Coordinator will facilitate parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Community 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;

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

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

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

New Directions Secondary School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- 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 by 8:30 am;
- complete my homework and submit all assignments on time using the school's learning portal NDSSonline.org;
- follow the school's Four Agreements and take responsibility for my actions, submitting to the decisions of the Restorative Justice Committee;
- show respect for myself, other people and property by actively participating in at least two student voice and leadership opportunities in school (daily advisory, school wellness council, student leadership council, school leadership team, PBIS team);
- try to resolve disagreements or conflicts peacefully using my Advocate Counselor and the Restorative Justice Team;
- always try my best to learn and follow through on my education "Be Great" is one of the Four Agreements.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: New Directions Secondary Schoo	DBN: 09X350
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

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: Three days of Title III extended day instruction for a total of 270 minutes will be provided after school per week. This program began on Tuesdays, Wednesdays and Thursdays in October (10/07/14). This will continue for the length of the school year - just as it will be done for the 2015-2016 school year. This year we are using NY i-Ready to further assess student literacy and language needs - diagnose native and English language gaps and to provide necessary time to build reading, speaking and writing English language confidence and competence. These materials have NOT been used as part of regular classroom instruction and have been purchased to provide a consistent language development framework for our Title III after school program. We are also using NYSESLAT scores to organize students into learning groups based on speaking, listening, writing and reading skills in the after school time. Most students scored the lowest on writing and reading so teachers will target these skills in our supplemental program time. Additional program materials to be used include: modified texts for beginner ELL students on our digital curriculum site; Books in Spanish; and Bilingual Glossaries. The majority of instruction will be provided in English. Spanish will be used when necessary to scaffold student learning. Materials will include Common Core aligned texts that have been modified to fit the needs of English language learners. Bilingual glossaries are also provided.

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: The Title III teachers will receive professional development from a TESOL certified literacy coach. The PD to be offered is about: text modification and creating modified texts for Title III ELL students. ELLs need to be able to access the same content as their non ELL peers, therefore, a Title III ELL teacher's ability to modify common grade-level texts is essential. Our literacy coach will also offer professional development around taking and analyzing running records for Title III ELL students in Spanish and English. Workshop and planning support will be used to review data and to organize skills teaching and small group instruction. Additional supplemental PD will be offered by CFN 403 staff pertaining to word structure and systematic teaching of vocabulary to support Title III ELL's with content area texts. This professional development will take place bi-weekly and will include a round of

Part C: Professional Development

modeling and periodic workshops of 3-4 hour length. This PD will occur on Wednesdays and began on 9/10/14 and will go throughout the school year. This PD will be offered to all Title III ELL teachers in each content area.

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: Workshops and special outreach efforts to parents of ELL students began on September 12th when our language department met with all families of identified ELL's to share with them our program offerings for this school year. This team of two staff members also plan to implement workshops and classes for:

- > Saturday ESL program for parents in conjunction with another school (Claremont International) on our campus
- > An evening workshop for parents to translate, interpret and understand our Mastery Based Grades and Report Cards
- > A School Leadership Team sponsored workshop to connect parents of Title III ELL students to our curriculum
- > A Saturday presentation, workshop and clinic around issues of Immigration and Naturalization with respect to DACA and changing Federal Governmental Policy

Title III ELL funds will also be used to ensure that the school effectively reaches out to parents of ELLs in their home language to encourage them to fully participate in school and district parent engagement activities, advocate for services, make appropriate program (language and educational) choices and to begin planning for post-secondary goals and readiness. These outreach actions to parents of Title III ELL's are also to promote participation in our regular school parent activities such as: the School Leadership Team, the Parent Teacher Association, and The Wellness Council. To support parents, our bilingual teachers and staff are present at many of these meetings. We also conduct special outreach to parents of Title III ELL's during our student portfolio presentation weeks, which happens four times a school year. With translation, parents witness and participate in a panel evaluation of their student's work.

Part E: Budget

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

Allocation Amount: \$0

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"> • Per session 	_____	_____

Part E: Budget

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

Allocation Amount: \$0

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

**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 39	Borough Bronx	School Number 350
School Name New Directions Secondary School		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	153	Total number of ELLs	49	ELLs as share of total student population (%)	32.03%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							6	3	1					10
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							0	0						0
Pull-out							7	7						14
Total	0	0	0	0	0	0	13	10	1	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	16
SIFE	2	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	30

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	6	1	0	3	0	1	0	0	0	9
Dual Language										0
ESL	4	1	1	0	0	0	4	0	1	8

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		
Total	10	2	1	3	0	1	4	0	1	17
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*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
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)							3	5	5					13
Intermediate(I)							4	4	5					13
Advanced (A)							2	15	6					23
Total	0	0	0	0	0	0	9	24	16	0	0	0	0	49

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
New Directions Secondary School (NDSS) uses Fountas and Pinnell to assess ELL early literacy skills in Spanish and English. The data gathered from this assessment tool is used to identify ELLs that need to focus on basic literacy skills in Spanish and English (phonemic awareness, vocabulary, fluency, and comprehension). Data obtained from the Fountas and Pinnel assessments is used to determine the

level at which the students are reading and serves to group students based on literacy level in the transitional bilingual program. Pull-out ESL groups are also organized based on literacy level. Data allows teachers to plan the language and literacy curriculum.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Examining the NYSESLAT results in the four modalities--listening, speaking, reading, and writing--students typically achieve a passing score on the speaking/listening section of the NYSESLAT before they achieve an advanced or passing score on the reading/writing section. ELLs in the seventh grade scored higher across all modalities of the NYSESLAT than ELLs in the sixth and eighth grades.

Examining the results of the LAB-R, newcomers typically score Beginning on the test.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities demonstrate that additional instructional time needs to be dedicated to development of ELL reading and writing skills, according to the needs of each group or individual.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Twenty-two (22) ELL students were assessed with the NYS ELA exam. All twenty-two students scored at level one. Twenty-three (23) ELL students were assessed with the NYS Math exam in English. One student scored at level two and twenty-two students scored at level one. The implication for instruction is that teachers must continue to support ELL students with their development of learning strategies, skill development, and content knowledge according to the needs of individual students and groups.

The results of the ELL Periodic Assessments give comprehensive information about how well ELLs are developing their reading, writing, and listening skills. Results provide information on how to appropriately design instruction to meet the NYS ESL and ELA standards. In the Transitional Bilingual Program and Free Standing ESL programs, results from periodic assessments of ELLs are used to plan mini-lessons that target specific skill development and concepts in which the students are deficient. In the Transitional Bilingual Program, native language is used in varying degrees corresponding to English proficiency level to provide content instruction and skill development. In the Free Standing ESL program, instruction that targets specific content and skill development is provided in English with support in the native language, according to individual student need.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Proficiency level-based language instruction in the four modalities (listening, speaking, reading, writing) is consistently integrated with grade level content instruction to provide a challenging and engaging instructional environment for ELLs. Language objectives are integrated with skill development and content learning objectives in every class. Learning tools, including transferrable metacognitive strategies, think-alouds, graphic organizers, and structured overviews, are utilized with ELLs to maximize integration of content and language objectives.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In addition to the NYSESLAT, we use the ELA and NYS math tests to inform the LAP, guide our instruction and meet the needs of all students. We use test result data, parent feedback, and individual student progress to help us evaluate the overall success of our ELL program.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At the point of registration for a newly admitted student (first time into the NYC Public School), NDSS follows NYCDOE standard operating procedures for the identification of ELLs within the 10 day time frame as delineated under CR Part 154. Assigned to registration are counselors, the parent coordinator, the ESL teacher, office staff, and an administrator. The parent coordinator and the ESL teacher are also available for Spanish translation, the dominant language of the community. Parents are provided with a Home Language Identification Survey to complete, indicating the language that the student speaks, reads, and/or listens to most of the time. The Home Language Survey is reviewed by the NYS Certified ESL teacher to determine eligibility for testing with the LAB-R. The parent is then advised by the ESL teacher that within 10 days of registration, students are assessed with the LAB-R. The ESL teacher administers the LAB-R test within 10 days of the child registering. Spanish speaking students that score below proficiency on the LAB-R are administered a Spanish Lab to determine language command. If the student is eligible for ESL services, parents are sent an Entitlement Letter indicating the child's score and the date of the Parent Orientation. Once ELLs are identified, the students are placed in a bilingual class or provided with ESL services. Students' placement in a program is primarily guided by parent/guardian surveys. If a parent/guardian does not select a program, ELLs are placed in the transitional bilingual program. If the student receives a proficient score on the LAB-R, a Non-Entitlement Letter is sent to the parent indicating that the child is not eligible for ESL services.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
After identifying students entitled to services based on the LAB-R, parents are invited to the Parent Orientation Meeting, where the ESL teacher is present. The ESL teacher speaks Spanish, the dominant language of the community. During the Parent Orientation Meeting, a NYCDOE Parent Orientation video is shown in the parents' native language, explaining the features of TBE, DL, and ESL programs offered at NYCDOE schools. In addition, parents are given a translated brochure outlining the available language programs through the NYCDOE. The orientation meeting is conducted within the first 15 days of school after a child has been registered. In addition, the Parent Orientation Meeting will be repeated at an alternative time and each month that students entitled to ESL services and new to the NYCDOE are registered at NDSS. The parent coordinator and the ESL teacher conduct outreach to parents reminding them of the importance of attending the Orientation Meeting. If a parent fails to attend, further outreach is conducted and additional letters are sent home.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parent Survey and Parent Choice Letters are distributed at the onset of registration and during the Parent Orientation Meeting. After viewing the Parent Orientation Video and reading the parent brochure in their native language, parents are given the opportunity to ask further questions about the programs. Parents are given the Parent Survey and Program Selection forms, and are asked to select the program that they would like for their child. The Parent Choice Letter is placed in the student's folder and copy is placed in a binder that is stored in the ESL room. Placement letters are then sent home to each child indicating the language program that the parent has chosen. Any parent who fails to return the form signed indicating a program of choice will be informed in writing that their child is being placed in the Transitional Bilingual Program, as per CR Part 154. Continuation letters based on the data from the previous school year's NYSESLAT results are distributed to parents at the onset of the school year.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Parents are provided with information in their native language regarding their child's academic performance on language acquisition. Parents are invited to a meeting in which they will receive information on the three instructional models (TBE, Dual

Language, Free Standing ESL), watch the orientation video, and read the parent brochure. Parents will be given a form to select their program of preference.

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.

All English language learners, regardless of physical location, classification as disabled, or number of years of service, will be administered the NYSESLAT each year until proficiency is attained as reflected in the score achieved on the NYSESLAT. Copies of the NYSESLAT will be ordered in November through the NYSESLAT portal and the sections (speaking, listening, reading, writing) will be administered each spring according to the administration schedule. Scoring and submission of questions and answer sheets will take place according to the administration schedule as outlined in the 2013 NYSESLAT School Administrator's Manual.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

The trend in program choice that parents have requested is TBE. Parents that have not completed the Parent Survey and Program Selection forms will continue to be contacted in writing and invited to upcoming Parent Orientation Meetings. Additionally, the ESL teacher and Parent Coordinator will continue to reach out to parents by phone to stress the importance of completing the forms and attending an orientation meeting.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

All ELLs take the NYSESLAT during the spring and are assessed in all four modalities of English acquisition. Additionally, daily instruction and class specific assessments integrate Common Core Learning Standards objectives with NYS ESL Standards language objectives, integrating content with the four modalities of English acquisition (listening, speaking, reading, and writing.)
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

Teachers of ELL-SWDs differentiate instruction and provide several instructional strategies including visuals, manipulatives, additional work time (time to think/translate in both languages), test taking time, and one-on-one time with the teacher. Language development is integrated across the curriculum. Vocabulary is taught before any lesson or learning occasion. Teachers select and categorize vocabulary by tier 1, 2, 3, which helps to determine easy or difficult words that need to be taught before the lesson/reading. Read aloud will be conducted about the topic being taught to reinforce concept and vocabulary.

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

We provide learning lab time for one-on-one instruction for ELL-SWDs. We also use a coteaching model, which enables ELLs-SWDs to work individually or in very small groups with the special education teacher to receive additional instructional time in the subject or skill of major need. ELLs-SWDs' needs are continually addressed by closely reviewing the students' Individualized Educational Plans (IEP).

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		

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

Social Studies:	Spanish			
Math:				
Science:				

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

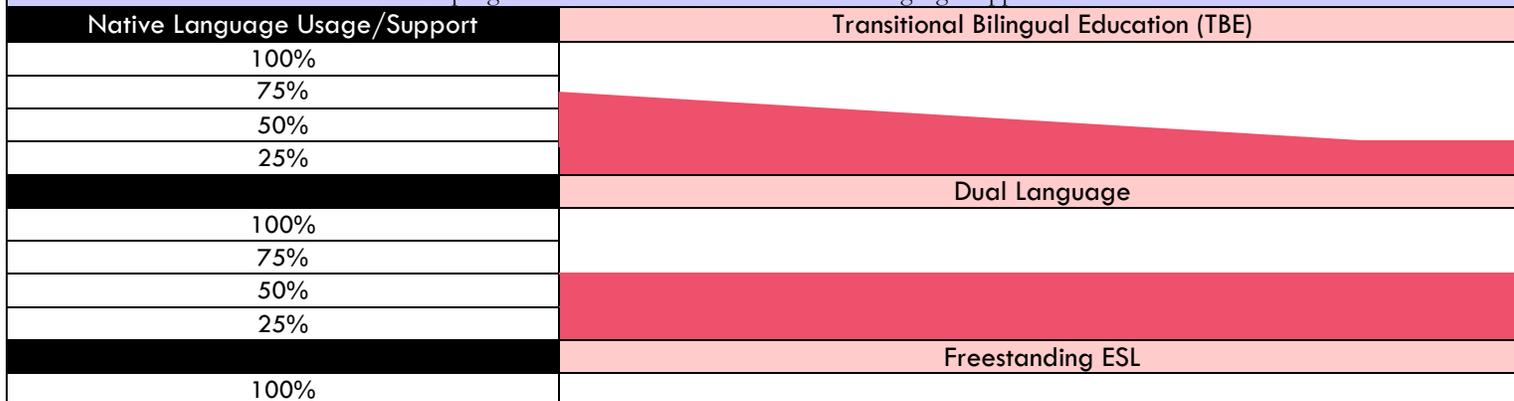
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We support the Common Course literacy curriculum with resources and activities that address the needs of our ELL students such as collaborative learning techniques, leveled books that accommodate diverse reading levels, and scaffolded support. Instruction places a strong emphasis on strengthening reading comprehension skills, increasing vocabulary, developing critical thinking skills, and learning to write in the academic register. In math, effort is put into building a strong foundation in basic math skills necessary to master the core topics of their respective grade. In all subjects, ELA and content areas, we build an understanding of vocabulary words through context reading or direct teaching. Beginner ELLs receive targeted intervention in content specific vocabulary (science/math) during 30 minute ESL pull-out classes. We make data-driven decisions for whole group, small group or one-to-one instruction. All interventions will be conducted in the language the students comprehend better.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- N/A
11. What new programs or improvements will be considered for the upcoming school year?
- As NDSS continues to expand, we will consider the addition of native language classes.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs through the support of teachers and other school staff who are dedicated to fostering a language learning community. Students are provided with information on school programs, clubs, and supplemental services in their native language. Many NDSS teachers and staff are bilingual and are dedicated to reaching out to ELLs in Spanish in order to include them in after school programs. In addition, the bilingual teacher (Ms. King) is offering a weekly after school supplemental ESL review club open to all ESL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Each student at NDSS is provided with a personal laptop. Other instructional materials that support ELLs include leveled reading books, bilingual classroom libraries, bilingual glossaries, and ESL textbooks.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the TBE program model, native language support is delivered using direct instruction in Spanish as well as native language texts from the classroom library.
- In the Free Standing ESL program, native language support is provided to individual students through differentiated instruction. This often includes translating of select materials and/or carefully selected texts that are aligned with ELL English proficiency levels. Free Standing ESL students also have access to native language texts from the classroom library.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- N/A
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- NDSS hosted a Summer Bridge program for students. All students registered for the fall were encouraged to attend and this provided newly enrolled ELL students with an opportunity to connect with teachers, staff, and other students prior to the first day of class.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

ELL personnel at NDSS receive weekly professional development from a Literacy Coach with TESOL certification and a Curriculum Coach in which they work on the alignment of curriculum and instruction to the Common Core Learning Standards. In addition, ELL personnel attended a summer professional development workshop presented by CUNY-New York State Initiative on Emerging Bilinguals.

D. Parental Involvement

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

ELL parents are provided with the Home Language Survey and Preferred Language Form at Registration, allowing NDSS to foster parental involvement by providing parents with school correspondence in their native language. Needs of parents are evaluated on an individual basis through direct communication between parents and school staff in English or Spanish. This October, NDSS hosted Curriculum Night and Open School Week, and parents were encouraged to come to the school to visit their child's classes and meet teachers and other NDSS staff.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Waslawski	Principal		1/1/01
	Assistant Principal		1/1/01
Francisco Hicks	Parent Coordinator		1/1/01
Laura Lusardi	ESL Teacher		1/1/01
	Parent		1/1/01
Sefora Wilson-King	Teacher/Subject Area		1/1/01
Jordain Addison	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01