

2014-2015
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: NEW WORLD HIGH SCHOOL
DBN (i.e. 01M001): 11X513
Principal: FAUSTO SALAZAR
Principal Email: FSALAZAR@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: MARGE STRUK

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Fausto Salazar	*Principal or Designee	
Jeffrey Briggs	*UFT Chapter Leader or Designee	
Ivelise Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Paola Tapia Angelica Bardales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mithat Gashi	Member/ CSA	
Hassan Tmimi	Member/ CSA	
Catherine Kavanagh	Member/ UFT	
Gerardo Carpio	Member/ UFT	
Yvonne Edwards	Member/ DC-37	
Suzy Hernandez	Member/ Parent	
Aracelis Alcantara	Member/ Parent	
Cristine Hamilton	Member/ Parent	
Adama Amado	Member/ Parent	
Mardonio Figueroa	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By August 2015, ELA teachers will prepare beginner and intermediate ESL students with rigorous instruction. As a result, students will score at least 20 out of 25 on the multiple choice section of the ELA regents.

Comprehensive Needs Assessment

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

For the June 2014 ELA Regents Exam, teachers determined that, with a score of 19 on the multiple choice section and a combined score of 6 on the writing sections, students would pass the exam with a score of 65. This year, in our school, students scored an average of 18 on the multiple choice section. Our goal is to increase this by 2 making it a total score of 20.

Instructional Strategies/Activities

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

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

All teachers will deliver instruction by:

- Incorporating explicit vocabulary instruction for ELLs and students with an IEP.
- Include complex texts with vocabulary and syntax similar to that of the Regents Exam
- Explicitly teach reading skills to analyze and comprehend complex texts (close reading skills, context clues)
- Incorporate Regents format with materials in both instruction and assessment
- Allocate time to analyze student work and assessments to ensure materials incorporate Regents format
- Provide students with Instructional support to use translator/dictionary skills.
- Deliver instruction using explicit test-taking strategies (i.e. process of elimination)

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

All teachers and paraprofessionals will be engaged in providing ongoing support above and beyond the curriculum using the following resources:

- Visual representation via technology of concepts taught
- Classroom libraries
- Teachers as a resource → grade level meetings
- Quizlet.com (flashcards and vocabulary)
- Daily exit tickets to monitor assessment of acquired knowledge
- Whole class/peer instruction

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

- Assessment of academic language acquired (definition and in-context)
- Response to high-level questioning using academic language
- Regents questions with complicated vocabulary word

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

- September 2014 – August 2015

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

- Dictionaries (both word-to-word bilingual and English only)
- Detailed analysis of regents multiple-choice questions

Strategies to Increase Parental Involvement

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

New World High School is committed to fostering strong home/school partnerships through the following activities:

- Increase student interventions (conversations, meetings)
- Increase parental outreach (meetings, phone calls)

- Encourage parents to attend Parent/Teacher conferences
- Create a Parents Page online (or on Engrade) for parents to be updated on students' progress
- Provide workshops to parents to observe model vocabulary lessons

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By August 2015, 9th grade students performing at Level 3 and Level 4 will demonstrate an increase of at least 5%, from 14% to 19%, on the Algebra I Common Core Regents

Comprehensive Needs Assessment

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

In the school year 2013-2014, 136 9th grade students took the Algebra I Common Core Regents exam. The results demonstrated that out of 0 students in Level 1 or L2 passed, 1 in L3 passed, 5 in L4 passed, and 13 in L5 passed; a total of 19 out of 136 students passed. This was the first administrated Common Core exam and there was very little knowledge of test questions. There were sample test, but it was very different from the actual Common Core exam. Now that we have an administered test to refer to, we can better prepare our students for the upcoming Algebra I Common Core Regents.

Our focus is to target these students in an effort for them to be successful in geometry and trigonometry.

Instructional Strategies/Activities

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

• Strategies/activities that encompass the needs of identified subgroups

Strategies: The schedule for 9th grade Mathematics classes includes daily double periods of the Algebra 1 Common Core, extending instructional time to promote deep understanding of core mathematical concepts as well as developing academic language.

- Schedule Math and ELL teacher meetings during the summer as well as during the school year to revise curriculum maps, unit plans and pacing calendars, and to revise lessons and examine student work.
- Allow students to track their own progress and increase accountability in their learning using Engrade, and provide time for peer-to-peer tutoring.
- Plan weekly meetings to revise curriculum maps, unit plans and pacing calendars; plan and revise lessons and examine student work collaboratively.

Activities: We are currently following the NYSED Common Core Learning Standards and the NYCDOE tasks/modules aligned to the CCLS. Special attention is given to the following:

- Focus on functions.
- Inclusion of many advanced real-world situations involving functions.
- Inclusion of many performance tasks throughout each chapter, each type of function (linear, quadratic, absolute value, exponential, piecewise).

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

Highly qualified/certified/effective mathematics teachers are responsible to implement the aforementioned strategies.

- Teachers receive targeted professional development by administrators, consultants, Fordham PSO specialists and team members from OELL, Cluster 5. In-house professional development focuses on Domain 3d: Assessment and Instruction (formative and summative assessments). Clear alignment has been established between the Common Core Standards and the Danielson Framework for teaching.
- Teacher team meetings focus on examining student work, lesson study, grade level curriculum alignment (Domain 1 and 3) and ELL strategies.
- Collaboration between teachers exists through a mentoring model. In house structures around teacher collaboration, support and mentoring create a cohesive professional learning community geared towards students' academic success in Mathematics.

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

Careful attention will be given to the results on the 9th grade formative and summative assessments in Mathematics and NYSESLAT. Teachers will regularly review results of diagnostic midterm/final exams and other formative assessments such as Performance tasks and Mock Regents to make adjustments to lessons and pacing.

Students will demonstrate content mastery and language proficiency through a myriad of school-wide and community activities such as:

- inter-department projects, oral homework presentations,
- webinars with internationally renowned scientists and scholars – PENCIL,
- collaboration through YPI (Youth Philanthropy Initiative) engaging students in competitive research resulting in presentations with peers

- partnership with CUNY (Lehman College) through the National Science Foundation grant geared to support students through internships to provide additional support throughout the school day

As a result of the aforementioned strategies, students' results on the Common Core Algebra 1 Regents exam will increase by at least 5%.

• Timeline for implementation and completion including start and end dates

- Begin September 2014, and end in August 2015.

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

New World High School will maintain strong collaborations with resources and supports with Fordham PSO Network, NYSED and NYCDOE. The following resources will be used:

- EngageNY – common core standards, modules, performance tasks
- Common planning to align units to CCSS
- Pearson SuccessNet – Pearson Algebra I Common Core

Strategies to Increase Parental Involvement

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

New World High School is committed to fostering strong home/school partnerships through the following:

- Increase student interventions (conversations, meetings)
- Increase parental outreach (meetings, phone calls)
- Encourage parents to attend Parent/Teacher conferences
- Create a Parents Page online (or on Engrade) for parents to be updated on students' progress

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By August 2015, tenth grade global history and geography scores will increase by at least 5%.

Comprehensive Needs Assessment

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

We examined the 2014 January, June, and August Global History and Geography Regents results, and observed that many students are able to accurately identify document based questions and analyze historical documents. However, students are having difficulty with the multiple choice section of the exam as well as both essays. Students have to continue developing academic vocabulary and conceptual understanding of historical events through reading, writing, and other social studies skills such as interpreting timelines, reading maps, identifying location, analyzing primary sources, cause and effect of outcomes.

Instructional Strategies/Activities

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

• Strategies/activities that encompass the needs of identified subgroups

The following instructional strategies and activities address the aforementioned needs:

- Teachers will assess how ELL/IEP students analyze and interpret various documents (poems, speech excerpts, maps, informational graphs, songs, quotes, timelines, political cartoons, action plans, posters, photographs)
- In each unit of study, teachers will incorporate historical documents and information related to the documents. Students will write document-based essays.
- A Mock Regents exam will be given in December, March and June to all language proficiency levels in order to continuously review and assess students progress.
- Build content specific vocabulary both in the Social Studies classes and in the ESL classes.

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

Social Studies and ESL teachers, including paraprofessionals and resource room teacher. The following resources will be available to support successful implementation:
Braip Pop, Discovery education videos, Boardworks, History Alive, Atlas, Wizard, an online program to research vocabulary used on multiple-choice questions, SMART board.

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

- Mock Regents exams will be given in order to measure progress of for sophomore students who will sit for the Regents in June 2015. Mid-term and final exams will be administered during Fall and Spring. In addition, students will work on cooperative group projects.

• Timeline for implementation and completion including start and end dates

- Begin September 2014, and end in August 2014.

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

- Common planning times to align units of study with the Common Core Standards.
- Weekly teacher meetings to examine student work collaboratively and make adjustments to instruction.
- Students take an additional Global Studies literacy focusing on writing skills and content for the Global regents.

Strategies to Increase Parental Involvement

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

New World High School is committed to fostering strong home/school partnerships through the following:

- Increase student interventions (conversations, meetings)
- Increase parental outreach (meetings, phone calls)
- Encourage parents to attend Parent/Teacher conferences

- Create a Parents Page online (or on Engrade) for parents to be updated on students' progress

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, the passing rate of 9th grade beginner (Level 1 and 2) ESL students placed in a two-year Living Environment course sequence will increase by at least 5%.

Comprehensive Needs Assessment

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

Based on low-functioning literacy levels and language proficiency in English for the targeted population (NYSITEL, NYSESLAT and science specific baseline data), the school implemented a state approved 2-year Living Environment course sequence providing sufficient time for mastery. In addition, careful review of past test history in Living Environment one year course sequence indicated that the Living Environment regents examination passing rate for 9th grade Level 1 and Level 2 ELL students was low compared to their peers in the intermediate and advanced levels. To support rigorous standard-based student learning, evidenced in increased student outcomes, inquiry based instruction will be delivered via an adjusted curriculum.

The goal is to show measurable growth through academic performance and check point testing over the course of the first year. Over the course of two years, these measures will lead to higher performance on the Living Environment regents examinations.

Instructional Strategies/Activities

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

Strategies/activities that encompass the needs of identified subgroups

To ultimately improve regents results for existing and future cohorts of students with entry-level English proficiency, yet with stronger literacy in their native language, we will focus on inquiry-based instruction and diagnostic testing. This will translate into appropriate instructional decisions and supports for this sub-group such as curriculum mapping, unit planning and pacing. In addition, we will conduct on-going testing to assess progress, as well as allow for the ability to modify the curriculum when needed. The collective data gathered from pre and post testing will allow the school to improve instruction in classes as well as to conduct more conducive and effective AIS schedules that will allow students with native language literacy skills to improve both their content and language skills in a more focused setting.

- Above and beyond the normal five science mandated instructional periods occurring per week, our ELL students receive an additional 2-3 periods per semester in order to allow sufficient time to promote content understanding and to meet mandatory lab hours.
- Establish a grade level team to plan instruction, review assessment and develop academic language
- Administer, upon student enrollment, the LAB-R Spanish.
- Upon student enrollment, administer a science diagnostic test to assess students' background knowledge in science.
- Science and ELL teachers meet during the summer for curriculum refinement.
- Enrich laboratory exercises to incorporate more vocabulary and English reading and writing skills.
- Increase online presence in homework, virtual labs and projects. Students will practice from online resources such as Engrade quizzes.
- Utilize online educational tools such as Boardworks, Explore Learning, Gizmo, Brainpops and Discovery Education to enrich Living Environment lessons.
- Empower students to take responsibility for their learning by tracking their own progress via use of Engrade and peer-to-peer tutoring. After school AIS and Saturday Academy programs are designed to support students at risk.
- Utilize SIOP and QTEL ELL instructional strategies to ensure language and content development.

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

Administrators, teachers and consultants, in addition to our collaboration with Fordham PSO, CFN 551, CUNY and staff from the OELL

The aforementioned provide professional development, mentoring and coaching, and advisement focusing on using and interpreting ongoing formative and summative assessments, the Common Core standards, and implementing the Danielson Framework for Teaching.

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

- Formative and summative assessments such as pre and post testing, midterms, unit exams and final exams.
- Improved regents results.

- Improved science literacy

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

- Begin September 2014, and end in June 2015.

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

- Common planning time to align units of study with the Common Core standards.
- Weekly teacher meetings to interpret pre and post testing, examine student work collaboratively, and make adjustments to instruction.
- 2-3 additional science support periods per week.

Strategies to Increase Parental Involvement

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

New World High School is committed to fostering strong home/school partnerships through the following:

- Increase student interventions (conversations, meetings)
- Increase parental outreach (meetings, phone calls)
- Encourage parents to attend Parent/Teacher conferences
- Create a Parents Page online (or on Engrade) for parents to be updated on students' progress

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	AIS is provided throughout the day during class. An additional teacher supports students in need of receiving academic services. In addition, Regents prep classes, peer tutoring, literacy period, and Regents Saturday Academy are provided to students in need of additional support.	AIS is offered throughout the day with a 1:5 teacher-student ratio. Regents prep classes are offered after school and on Saturdays, peer tutoring during the school day.	Services are provided during the school day, after school, and on Saturdays.
Mathematics	AIS is provided throughout the day during class. An additional teacher supports students in need of receiving academic services. In addition, Regents prep classes, peer tutoring, additional math classes, and Regents Saturday Academy are provided to students in need of additional support.	AIS is offered throughout the day with a 1:5 teacher-student ratio. Regents prep classes are offered after school and on Saturdays, peer tutoring during the school day.	Services are provided during the school day, after school, and on Saturdays.
Science	AIS is provided throughout the day during class. An additional teacher supports students in need of receiving academic services. In addition, Regents prep classes, peer tutoring, additional science classes, and Regents Saturday Academy are provided to students in need of additional support.	AIS is offered throughout the day with a 1:5 teacher-student ratio. Regents prep classes are offered after school and on Saturdays, peer tutoring during the school day.	Services are provided during the school day, after school, and on Saturdays.
Social Studies	AIS is provided throughout the day during class. An additional teacher supports students in need of receiving academic services. In addition, Regents prep classes, peer tutoring, additional writing classes, and Regents Saturday Academy are provided to students in need of additional support.	AIS is offered throughout the day with a 1:5 teacher-student ratio. Regents prep classes are offered after school and on Saturdays, peer tutoring during the school day.	Services are provided during the school day, after school, and on Saturdays.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, peer mediation, student/teacher mediation, parent meetings, student case conferences, classroom guidance lessons, graduation checklists, parent workshops, facilitate guest speakers, progress reports and community/agency referrals	1:1, small group, whole class, presentations, and meetings	All services are delivered during the school day or after school
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- Administrative staff attend hiring fairs to identify and recruit highly qualified teachers in all subject areas;
- The Principal's secretary works closely with the Fordham PSO HR point person to ensure that non-highly qualified teachers have met all requirements;
- Mentors are assigned to support newly hired teachers;
- Staff members attend workshops appropriate to subject and ESL methodologies;
- The professional development committee team comprised of administrators, one member of each department, and a counselor have organized learning walks throughout the year, conduct data analysis, identify and prioritize areas of professional development, and ensure that it is aligned with the needs of the students;
- Administrators provide a professional development program for all teachers on Common Core standards during the first two professional development days in September and throughout the year. Teachers meet in teams to design units aligned with Common Core Standards and we also arrange for instructional specialists to work with teachers on aligning unit plans;
- Professional development sessions focused on sharing specific strategies and materials such as unit plans, lessons, objectives, essential questions, handouts and other resources. Teachers of each department, in collaborative teams, work together to exchange ideas and strategies for teaching and assessing students;
- Classroom Action Research enables each teacher in the school to work on a meaningful research question. Through this process teachers challenge their own assumptions and beliefs about specific strategies on teaching and learning.
- The teacher inter-visitation schedule allows different teachers to rotate visiting each other's classes. The visitations are followed up on the same day with a debriefing which includes an administrator, the teacher being observed, the visiting teachers, and curriculum specialist;
- All teachers participate in the internal quality review program during the school year. Teams of teachers conduct quality reviews of each department. They visit classrooms to examine teaching and learning in action. They interview teachers and students. The quality review teams provide a list of recommendations to each department that they review;
- Teachers meet during common planning time sessions;
- A series of in-house professional development sessions for all teachers in the school include:
 - Unit Planning using backward design with differentiated instruction
 - Rigor and Depth of knowledge in the four major core subject areas
 - SIOP
 - GoogleDoc Curriculum Mapping
 - Common Core implication for ELL's in all subject areas
 - In-house tutor training program
 - Technology seminars to learn how to use technology in the classroom (Smart Board) and educational apps
 - Achieve 3000
 - Physical Best workshop (DOE)
 - New Teacher Institute
 - SIOP Virtual Institute
 - Boardworks
 - ARIS
 - SESIS
 - RTI

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 sessions focus on sharing best practices and curriculum development on specific strategies and materials such as unit plans, lessons, objectives, essential questions, handouts and other resources. Teachers of each department, in collaborative teams, work together to exchange ideas and strategies for teaching and assessing student work.
- Classroom Action Research engages all teachers at New World HS in research. Each teacher in the school develops a specific researchable question, conducts the research by collecting data, analyzes the data, draws conclusions, and shares findings with the rest of the faculty. Through this process teachers challenge their own assumptions and beliefs about specific strategies on teaching and learning.
- The teacher inter-visitation schedule allows different teachers to rotate visiting each other's classes. The visitations are followed up on the same day with a debriefing which includes an administrator, the teacher being observed, the visiting teachers, and curriculum specialist;
- All teachers participate in the internal quality review program during the school year. Teams of teachers conduct quality reviews of each department. They visit classrooms to examine teaching and learning in action. They interview teachers and students. The quality review teams provide a list of recommendations to each department that they review;
- Teachers meet during common planning time sessions;
- A series of in-house professional development sessions for all teachers in the school include:
 - o Examining student work
 - o Lesson Study
 - o Data Driven Instruction
 - o Framework for Teaching
 - o Common Core implication for ELL's in all subject areas
 - o Technology seminars to learn how to use technology in the classroom (Smart Board)
 - o Achieve 3000
 - o SIOP
 - o Boardworks
 - o ARIS
 - o SESIS

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I funds are set aside to be used to assist our students in temporary housing when needed. We have allocated \$100.00 per affected student. We use other grants such as Gear Up for academic and college readiness initiative: we also use Morris Heights Health Center for youth development programs such as health related workshops for students, community service, and physical and mental health services and referrals.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet to plan common assessments, to conduct item analysis, to analyze data, and to review and examine student work.(class work, homework, quizzes, projects, etc.) Common assessments include midterms, final exams, and mock Regents exams, etc. Professional development is designed based upon data analysis of student work, assessment results, teacher observations, and teacher surveys/feedback.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a team to serve as a liaison between the school and families. The school staff and/or outside organizations will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The school 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, Quality Snapshot Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 11X513

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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$379,433.34	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$34,632.00	X	See action plan
Title III, Immigrant	Federal	\$17,791.00	X	See action plan
Tax Levy (FSF)	Local	\$2,468,190.00	X	See action plan

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.

**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 11	Borough Bronx	School Number 513
School Name New World High 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 Fausto Salazar	Assistant Principal Hassan Tmimi, Mithat Gashi
Coach N/A	Coach N/A
ESL Teacher Julie Kim	Guidance Counselor Deyci Rodriguez, Katie Kamanga
Teacher/Subject Area Sybil Patten (ESL)	Parent Ivelise Rivera
Teacher/Subject Area Lily Yan (Math)	Parent Coordinator Miguel Vazquez
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) Marge Struk	Other N/A

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.	7	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	403	Total number of ELLs	321	ELLs as share of total student population (%)	79.65%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	321	Newcomers (ELLs receiving service 0-3 years)	249	ELL Students with Disabilities	1
SIFE	91	ELLs receiving service 4-6 years	56	Long-Term (completed 6+ years)	15

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	249	76		56	11		15	4		320

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	249	76	0	56	11	0	15	4	0	320
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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										65	70	55	40	230
Chinese														0
Russian														0
Bengali										7	3	4	1	15
Urdu										1	2	0	0	3
Arabic										18	14	5	3	40
Haitian														0
French										3	3	3	1	10
Korean														0
Punjabi														0
Polish														0
Albanian										1	0	2	1	4
Other										7	2	5	5	19
TOTAL	0	102	94	74	51	321								

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)										51	25	8	1	85
Intermediate(I)										53	35	22	16	126
Advanced (A)										22	31	21	15	89
Total	0	126	91	51	32	300								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										115	11	6	4

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										25	18	10	6
	A										58	42	24	15
	P										28	20	11	7
READING/ WRITING	B										48	35	19	12
	I										63	45	26	16
	A										14	10	5	3
	P										1	1	1	1

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	147		71	
Integrated Algebra	326		180	
Geometry	63		20	
Algebra 2/Trigonometry	57		14	
Math _____				
Biology				
Chemistry	30		17	
Earth Science	112	2	77	2
Living Environment	110	2	62	1
Physics				
Global History and Geography	180	1	90	
US History and Government	93		52	
Foreign Language		172		156
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.

Upon registration, staff from New World High School (Principal, Guidance Counselors, ESL teachers) interview families to determine not only SIFE status, but also to understand the proficiency level of each student both in English and in their native language. The

student is then given the LAB-R exam, and when appropriate, the Spanish LAB to test student literacy level in their native language. For non-Spanish speaking students, a writing assignment and oral informal interview are administered. Based upon these interviews and exams, the student is placed in the appropriate ESL level and adjustments are made based upon teacher recommendations.

Students who do well in their native language, are challenged to be mainstreamed as soon as possible, and those who require extra support are offered in-class and after-school support services.

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

Based on analysis of both the Lab R and NYSESLAT, and grades, students are progressing appropriately in reading and writing, but not as well in listening and speaking. This affects instruction in the kind of classroom activities used on a daily basis. Activities will include reading aloud, teacher model reading, student reading aloud, student presentations with audience responses, student interviewing student, and cooperative learning activities that include active listening and speaking among different members of the group.

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

Staff members have studied the data, and among the instructional practices that they have planned, the following apply:

Listening: Students will continue cooperative learning activities in which they will listen to each other to reach a common goal. Teachers emphasize the importance of listening for direction and note taking, and through dictation, and presentations, they answer questions and learn to listen to key facts and questions.

Speaking: Presentations are used to practice public speaking, and to share findings and solutions. Students are encouraged to answer each other's questions. Assembly presentations and performances are also used as a means to practice and hone speaking abilities.

Reading: Classroom activities enable students to perform different reading exercises such as silent reading, group reading etc..and we teach students the techniques necessary to read and comprehend. Some of the methods used include underlining key words in directions, in questions, and in reading passages. Students are also directed to take notes in the margins, and to look into questions to analyze what exactly the question is asking for. Achieve 3000 is also used to analyze proficiency levels.

Writing: In every subject area, we include writing activities in homework assignments, in class, and on exams. Dependent upon the level, activities include writing short answers or writing five paragraph essays. We emphasize the importance of students reviewing their writing to check questions/instructions to ensure that the task has been accomplished. Projects include interdisciplinary activities which lead to writing products such as brochures, essays, power-point presentations, poems, etc.. We will also be using the Write to Learn program to help students improve their writing abilities through differentiated instant feedback.

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?

a At the lower ninth and tenth grade levels, students do better on native language assessment, and at a higher level, students in grades 11 and 12, improve performance in English language assessments.

b As detailed above in answer B. 2, instruction is modified to meet the needs of the students

c The periodic assessment exam given in New York public schools is the ACUITY exam which is given for English and Mathematics. Since we are an all ESL school, these periodic assessments are not as helpful, therefore, we rely more on Regents and mock Regents exams taken by our students. Based on thorough data analysis, we find that focus needs to be placed on vocabulary development, reading comprehension, essay writing, and multiple section questions on Mathematics exams.

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?
We do not only take academic records into account when considering instructional decisions, but also ask students to write an essay in their native language, and have them interviewed in their native language by a staff member to assess individual student L1 skills.
- If students are well skilled in their native language, their program will reflect classes that will advance them at a faster pace toward English proficiency.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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.).
Based on our Progress Report, (we received an A), we are a school in the category of "In Good Standing" in the state; our four year graduation rate is 76%, which is above the city average, and our attendance rate continues to be over 92%. Based on these results, and the fact that we are an all ELL school, we can evidently say that the program has been successful. In terms of college readiness, we are ranked above our peer group in the program. Overall, we are ranked in the 95th percentile of all schools in the city.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
1 The initial identification of students who may be ELLs is based upon results of the following steps taken: Every student and family is interviewed, and a home language identification survey is given to the families to complete. Each of the students is given an informal oral interview in English and in their native language, and the Lab-R is administered within ten days as well as the LAB in Spanish which is given to the Spanish speaking students. Determination of proficiency level is immediately made based upon Home Language Identification Survey, interviews, LAB-R and Spanish Lab results. For those students taking the Spanish LAB, based upon results of the exam, additional support is given in literacy.
A licensed ESL and Social Studies teacher, Ms. Julie Kim, trained by the Department of Education, conducts initial screening, and administration of the Home Language Identification Survey, interview, and LAB-R test administration. Information is then provided to the guidance counselors for appropriate student placement and programming.

All students are given the NYSESLAT exam (all components Reading, Writing, Speaking, and Listening) in the spring term, and based upon results; programming accommodations are made for individual students to ensure appropriate ESL level. Instruction is modified in all classes based upon the patterns that emerge from the results of all four components of the NYSESLAT exam. Classroom activities are designed to address the results of the four modalities.

ELL students are annually evaluated by assessing the results of the NYSESLAT exam which is administered by our licensed ESL teachers: L. Montalbano, J. Soare, L. DeCicco, M. Mahoney, D. Tackett, S. Patten, , M. Simon, and E. Greca.
- 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.
The structures in place at New World High School that ensure that parents are aware of and understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) are: meeting with the Parent Coordinator (Miguel Vazquez)

and Guidance Counselors (Deyci Rodriguez and Katie Kamanga), distribution of brochures/flyers describing what options are available, and an orientation workshop. The Principal, Fausto Salazar, and Parent Coordinator inform parents about what each program has to offer, and how they differentiate from each other. We also show a video presentation of the differences of each of the programs. Translation services are provided to parents (staff and DOE translation services) who do not speak English. After meeting with school administration and staff, viewing the video, and reviewing the information in the brochures, parents are welcomed to ask questions related to our specific program or about any of the others that are offered.

At New World H.S., we stress the importance of parent participation and suggestions. After meeting with the parents, and reviewing surveys, most parents request freestanding ELL courses. Our programming is completely aligned with parent choices.

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 [\[see tool kit\]](#).)

Entitlement letters, parent surveys, and program selection forms are distributed to parents at registration and are collected at that time, and filed in individual student permanent record folders. Continued entitlement letters are given to all entitled students by the ESL Coordinator to bring home. Copies of the letters are filed in the students' permanent record folders.

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.
Upon arrival, parents are given an orientation of the different programs that are available to ELL students. These programs include Bilingual, ESL, and Dual Language. Parents then make the choice and students are placed in the appropriate programs.
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 ELL students take all sections of the NYSESLAT exam as prescribed by State regulations. The Language, Reading, and Writing sections are taken in groups and the Speaking section is taken individually. We do extensive outreach to families of students who are absent from the exam and make-up test dates are scheduled to ensure that all students take the test. All sections of the exam are administered by fully certified ESL teachers.

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. 
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that parents (407) request an ESL freestanding program. Only 1 parent chose Dual Language, and 4 parents chose bilingual. Completed parent choice letters are filed, along with all necessary documents, in the students' permanent record folders.

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])?

- a. Teachers plan lessons and units collaboratively at professional development meetings, using linkages across the curriculum to support targeted ESL areas, such as vocabulary, grammar systems, and support for specific modalities. At these sessions too, the ESL teachers serve as turnkey trainers, teaching ESL instructional techniques to content area teachers. Following our assessment that writing is an area of particular need, we infuse writing instruction into teaching across the curriculum in the form of written projects in each subject class, as well as extensive writing assignments in ESL classes. We also incorporate strategies to learn speaking skills in our ESL classes, and require regular oral presentations in all subject classes. Instruction across the content areas focuses on listening, speaking, reading, and writing. The goal for our instructional program is to provide our students the literacy skills. Content area teachers are trained in implementing ESL strategies in the delivery of instruction. In beginner and intermediate ESL classes, all teachers use more audio visuals, video clips, and scaffolding to differentiate instruction. In addition to books, teachers use numerous web-based software programs such as Achieve3000, PASCO hands-on activities in Science classes, Eduware (exam prep educational software), Discovery Learning for all subject areas, Brainpops for all subjects, Gizmo for Math and Science, Power Speak for AP languages, and Boardworks, among others.

We further support our students' English language learning needs by fostering an environment in which they are encouraged and required to demonstrate their knowledge of English in all of their interactions in our community. We believe that our approaches encourage all of our ELL students to practice more and learn with more confidence.

- b. At New World High School students are programmed based upon their ESL and grade levels. Students follow their block schedule focusing on student performance and proficiency. Mandated instruction is reflected in the students' schedules. We assign the appropriate block schedule, and ensure that each class has the required number of minutes for ESL instruction.
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)?

In our freestanding ESL program, all students receive the required minutes of ESL instruction in compliance with CR Part 154.

Beginners receive 540 minutes of ESL instruction per week

Intermediate level students receive 360 minutes of ESL instruction per week, and

Advanced students receive 180 minutes of ESL instruction and 180 minutes of English instruction per week.

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

We are an English immersion school; students receive instruction in all subject areas in English, and are required to speak English in all their in-school and extra curricular activities to support their English language acquisition. Instruction in all classes is modified to support students' learning at and above the New York State standards for those disciplines, while also supporting students' mastery of English skills. All teachers are working on developing units addressing the new NYS Common Core standards.

Our staff receives training in the use of ESL techniques through the Office of ELLs, and Fordham University, among others. Teachers adapt lessons to make the best use of these techniques in order to make information and concepts accessible to all of our students regardless of English skills level.

Content area teachers are trained in implementing ESL strategies in the delivery of instruction. In beginner and intermediate ESL classes, all teachers use more audio visuals, video clips, and scaffolding to differentiate instruction. In addition to books -to maximize opportunities for student learning- teachers use numerous web-based software programs such as Achieve3000, PASCO, hands-on activities in Science classes, Eduware (exam prep educational software), Discovery Learning for all subject areas, Brainpops for all subjects, Gizmo for math and science, Power Speak, and Boardworks for all subject areas. Also, teachers use graphic organizers, thematic unit of study, maps, charts, and word walls.

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

Once a student is registered in our school and placed in a program based upon the LABR exam and the initial interview, the student is monitored for the following two weeks. After the two week period, all teachers meet and make recommendations to change the level of the student if necessary. This meeting is facilitated by the ESL teacher and the student.

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

After two to three weeks of the beginning of the school year, all ESL teachers meet with the Assistant Principals and Guidance Counselors to determine placement of students in correct ESL classes, and progression of students in English language acquisition. These discussions include native language abilities, performance of students during first weeks of instruction, English progression, and student success with present class curriculum and new class curriculum if moved to a higher leveled class. If a student is to be moved, all of the student's teachers meet to make a final decision as a team. Upon entering the new class, the teachers carefully monitor student transition and provide support to ensure student success.

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).

To address mixed ability groups within our classes, the school has allocated specific time for teachers to plan. We recognize that planning for a mixed ability classroom requires a great deal of planning and preparing materials at different levels to address the needs of the learners in the room. Our teachers use scaffolding to differentiate learning tasks and materials and provide a variety of verbal and academic supports so that students develop the skills to meaningfully engage with the content.

a Our SIFE students receive additional support during the regular classroom time. In different content areas, teachers assign peer tutors to work closely with SIFE students during regular class time. Also, teachers pair SIFE students with students who speak their native language in the classroom. In addition, our SIFE students participate in the after school tutoring sessions, Saturday literacy classes, and after school enrichment courses. The teachers will also use a variety of manipulative and visuals when instructing as well as provide meaningful experiences that the students can relate to. We also provide an on-line tutoring program that enables students to log on from home and interact with staff in their native language.

b LAB-R, NYSESLAT, and teacher input are used to address the needs of our newly arrived students. Newcomers to our school who speak very little or no English are paired with a buddy or a peer tutor to provide assistance to them to adjust to our school. All students will be taking grade level courses. Students and staff members who speak the language of the newcomer are available to provide language support on a needs basis. Newly arrived students participate in all school activities during the day and during extended school day. Our program is tailored to meet the language instruction needs, as well as the academic and social needs of our students who are adjusting to a new society and a new environment. The curriculum we have developed, and the school culture support the specific needs of students at different proficiency levels. The students are grouped according to their English proficiency level not only in their ESL classes, but in all subject classes. Subject teachers tailor lessons and strategies in their perspective content areas to address specific student needs, while providing them with content instruction that will enable them to meet the New York State Learning standards appropriate to their specific grade levels. All students also take an Advisory course where they receive instruction in life skills and additional social and academic support from a teacher who follows their academic progress.

Beyond the classroom, we have several mechanisms in place designed to allow us to prepare this student population to pass the New York State Regents exams, and to meet and surpass the ELA standards. We offer after-school tutoring, peer tutoring, and Saturday enrichment classes to further support our newcomer students. This year we are also using Blackboard Collaborative to offer on-line tutoring.

c ELLs receiving service 4 to 6 years are of special concern to us. Our teachers examine the performance of all students on the NYSESLAT and modify instruction to provide additional support in the areas in which they need more assistance. Instructional planning and delivery focuses on strengthening reading, writing, listening and speaking across the content areas. Teachers differentiate instruction according to the specific needs of the individual learner. Learning activities in the different subject areas include reading, writing, speaking listening, pronunciation, vocabulary, grammar and discourse. The learning activities are developed to engage students in higher order thinking such as analyzing, reasoning, synthesizing, evaluation information and applying knowledge to real life problems. Besides their regular programs, students are provided with small group after-school tutoring, and Saturday enrichment and literacy classes.

d Long term ELLs are provided with additional academic and literacy support. A committee composed of teachers, guidance counselors, and administration meets to discuss individual students and patterns among the group. Accommodations specifically based upon students' needs are made that may include an extra literacy skill building class to ensure success in both classroom and standardized assessment. Patterns that emerge from this group are then used to also modify instruction school-wide.

e Our Special Education teacher co-plans and co-teaches with content area teachers. In addition to the support during the regular school day, students with IEPs are provided with additional support during the extended day program and after school where a state certified special education teacher works with them closely. The teacher is currently seeking a second certification in TESOL. The committee that includes teachers, guidance counselors, administration, and Special Education campus personnel meets regularly to review information that includes the IEP, student work, and student exams to make recommendations to ensure that students meet the requirements for successful graduation.

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?

All of our ELL/SWD students are placed in mainstream classes. Students have the assistance of IEP Paraprofessionals, and certified Special Education teachers, and all students are in resource room run by licensed Special Education and content area teachers. Students are given the accommodations specified in their IEP and counselors monitor their progress and provide individual counseling. Teachers of these students are given information about each of the students concerning strengths, limitations, necessary accommodations, and long term plans. Common planning time is used for Special Education and content area teachers to co-plan lessons and to review student work. Based upon this information, teachers make modifications to instruction and assessment. Modifications to instruction may include special grouping, scaffolding, extra time to complete tasks, specified seating, etc..

In terms of materials, teachers are required to give students access to different Reading levels of the same textbook material. Also, teachers use Achieve 3000 to help students access topics studied through Reading. The use of Discovery Education and Brain Pop enable students to gain understanding of concepts through a more audio-visual approach.

The use of Gizmos and PASCO Learning equipment enable students to understand by using a more hands-on, problem solving approach.

In terms of assessment, all staff follow IEP accommodations as they pertain to school developed materials and standardized tests.

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?

As explained in answer #7, curricular and instructional flexibility are based upon student assessment and needs.

In terms of scheduling, we also offer after-school tutoring, and Regents prep classes to help students master the skills that could not be acquired during regular classes. We also provide academic support every Saturday for both group and individual tutoring sessions.

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

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

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

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

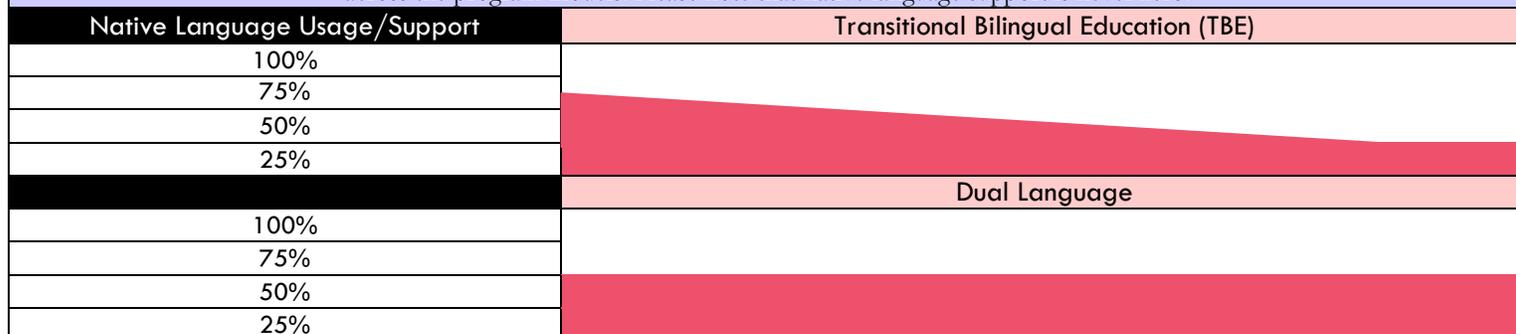
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
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.

All instruction is delivered in English. In order to ensure success in ELA, Mathematics, and other core content areas, we provide a Regents prep class after school and on Saturdays, in-class peer tutoring, additional classes in Math, English literacy, the Sciences, and Global Studies, after-school peer tutoring, Saturday Academy, mock Regents exams, and ACUITY exams. All of these are constantly being analyzed and adjustments to instruction continue to be modified to align to student needs.

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

Most of our students graduate within four years and meet or exceed the State requirements. Many of our students acquire an Advanced Regents diploma and attain college credits through AP classes and/or College Now courses.

Our students' college and career preparedness index, our post secondary enrollment rate, and our college readiness rate are above the city-wide average.

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

We will continue to develop our existing program with a focus on long-term ELLs and SIFE students. In addition, we are implementing an on-line tutoring program to further support our struggling students.

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

None of our programs or services will be discontinued.

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 not only because of a highly qualified staff, but also due to the partnerships that we have established with outside organizations and institutions of higher learning. With the help of the Office of ELLs, we have been able to expand our support system to include all content areas. This support system is a combination of in-class peer tutoring, after-school peer tutoring, mock Regents exams, item analysis of these exams, and planning instruction based upon these results. After-school programs include Regents prep classes, Achieve 3000 (web-based Reading program), drama, theater, computers, music, and sport activities. Our on-line tutoring program can be accessed from student homes and allows students to get the help they need from staff. We encourage our students to not only succeed academically, but to broaden their abilities through extra-curricular activities.

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

Our teachers use several different modes and materials to support the learning of ELL students. In the classroom, charts and graphs are used to help students organize the rules of the English language. Also, photographs, pictures, internet sites, and other visual aids are employed to assist with understanding word meaning. Extra time is given for scaffolding and guided reading to ensure that students can grasp text meaning. Audio materials are used to help students to improve their listening comprehension skills. The use of supplemental texts, including dictionaries/translators, and copies of short stories are available for students to improve reading skills.

Subject class teachers use downloaded movies from united streaming, incorporate the use of the LCD projector, use graphic organizers, enhance lessons with the use of Smart boards, have students involved in hands-on projects using the computer lab, use pull-down maps to display locations, and use posters of different countries, cultures, etc.. to further motivate students.

Achieve 3000, a differentiated Reading program, hands-on activities using PASCO materials in Science classes, Eduware software (exam prep educational software) is used by teachers to prepare effective assessment and instruction, and students use a remote controlled hand-held answering device (clicker) for in-class assessment to provide immediate feedback.

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

Staff members speak 11 different languages (Spanish, Arabic, French, Albanian, Urdu, Bengali, Dutch, Korean, Italian, Chinese, and German) and can provide assistance individually or in groups. We also have peer tutoring where students are grouped according to native language and additional support is given by other students who speak the same language. Our school population consists of students who speak more than twenty different languages with the main sub-groups being Spanish, Arabic, French and Albanian. During AIS, staff members work with students on a one to one basis. The on-line tutoring program is also conducted in individual native languages.

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

Required services are provided based upon Lab R and NYSESLAT results. Students' block program is designed to ensure that our students follow a program appropriate for grade level that will allow them to graduate in four years with their corresponding class. We are a freestanding ESL high school and all resources are aligned and allocated to meet the requirements of CR Part 154. For those students who are older when admitted to our school, we support them with extra courses to accelerate their credit accumulation, and additional preparation to support the literacy needs necessary to be successful on the Regents exams.

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.

We offer the Bridge Program during the summer which is a combination of in-class instruction, and excursions throughout the city.

18. What language electives are offered to ELLs?

We offer advanced placement in French and Spanish.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Our staff members benefit from a wide range of professional development opportunities, both in school and outside of the school through Department of Education and private resources.

Professional development activities involve formal and informal processes. Some activities include: intervisitation to other teachers' classrooms; sharing best practices informally and also during staff meetings; attending workshops outside the school and sharing what was learned at department and staff meetings; learning walks done at different times and observing specific practices; staff self-reflections to set goals for the year; case conferences to help staff do thorough examinations of student struggles and develop action plans; collection of data which is analyzed in an effort to assess students and also interventions; involved in action research activities; formal and informal observations in order for administration to continue to support staff as assessments of practices are made and techniques are developed; goal setting meetings are used for staff members to reflect on their strengths and weaknesses and to develop a plan to help them achieve their desired goal along with meetings that follow to assess progress towards meeting the goal; mentoring is offered to new teachers as they begin their career; buddy teachers volunteer to work with new teachers in order to share experiences, web-based instructional and informative sessions to ensure that secretaries are kept abreast of the latest regulations and practices, workshops sponsored by the CFN to train secretaries in modifications and additions to existing programs, Our parent coordinator is actively involved in all school-based professional development as well as attends workshops focusing on the needs of parents and students, getting more parents involved with the school community, and practices to assure parents of student safety in school, among others. Guidance counselors attend all professional development sessions in-house and also attend outside workshops that focus on the college entry process, student safety, and dealing with the issues that students face not only as teenagers, but as new young adults in our country. Our paraprofessionals attend workshops offered by the Office of ELLs. We currently do not have occupational/physical therapists or speech therapists.

Staff members at New World High School have attended professional development workshops on: SIOP, Achieve 3000, differentiating instruction, PASCO, Boardworks, classroom action research, ATLAS, Common Core, RTI, IEP Writing, Co-teaching, Blackboard Collaborating, technology workshops, scaffolding instruction for English language learners, and many more.

2. Our staff has been involved in Pearson's professional development, Fordham University, and other consultants. Also, the assistant principals and teachers meet regularly to discuss lesson planning that addresses the Common Core Standards as students progress in their English language development.

3. During the summer, staff members get to meet some of the students coming from middle school as they attend our summer program which includes instructional and recreational activities. Workshops are provided to all staff members teaching ninth grade students to review student requirements and expectations for the next four years, and assemblies are organized to reinforce these expectations. Teachers meet with administration to set topics for Advisory classes that include topics dealing with ninth grade needs such as testing requirements, graduation requirements, credit accumulation requirements, homework, study skills, a tour of the building, a tour of both the school library and the New York Public Library, etc.

4.

Staff members attend both in-school and outside workshops which exceed the minimum 7.5 hours of ELL training as per Jose P. These workshops are offered by the Department of Education, the CFN, the Office of ELLs, NYC RBE-RN, Lehman College, and Fordham University. The content of these training sessions is preparedness and strengthening of strategies to support ESL students both inside and out of the classroom environment. Attendance is taken at each professional development workshop, and binders are developed by teachers in each subject area.

D. Parental Involvement

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

1 In addition to our parents' participation on the required committees, they also attend regular workshops in the evening, parent association meetings, and they volunteer for different cultural events that take place throughout the year.

2 Our school is partnered with Morris Heights Health Center, Lehman College, the Bronx Institute at Lehman College, YPI, NY Cares, and Pencil.

3 At regular parent workshops and parent association meetings, parents are surveyed about their needs and future parent workshops and activities are developed based upon their responses. We do not only evaluate the needs of parents based upon surveys distributed by the Department of Education, but have created our own school surveys that focus on any concerns or issues that parents may have. In addition to surveys, we have an extensive outreach program. We ensure that each parent's individual needs are addressed.

4 Based upon parent responses, we have been able to provide workshops dealing with internet safety, health awareness, proper nutrition, ESL classes, and once a year, we provide a financial aid walkthrough where parents of seniors complete financial aid forms for their child who will attend college.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: New World High School		School DBN: 11X513	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fausto Salazar	Principal		11/15/13
Hassan Tmimi	Assistant Principal		11/15/13
Miguel Vazquez	Parent Coordinator		11/15/13
Sybil Patten	ESL Teacher		11/15/13
Ivelise Rivera	Parent		11/15/13
Lily Yan (Math)	Teacher/Subject Area		11/15/13
T.J. Farrell (Social Studies)	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		1/1/01
Deyci Rodriguez	Guidance Counselor		11/15/13
Marge Struk	Network Leader		11/15/13
Mithat Gashi	Other <u>Assistant Principal</u>		11/15/13
Katie Kamanga	Other <u>Guidance Counselor</u>		11/15/13
Julie Kim	Other <u>ESL Coordinator</u>		11/15/13

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X513 School Name: New World High School

Cluster: 551 Network: Fordham PSO

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

Part A: Needs Assessment Findings

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

- a. Parent Interview - At the point of registration, staff interviews family to determine preferred language of communication
- b. Student registration forms - After interview, information is entered on forms to be entered into data collection system
- c. Student Biographical information (ATS) - Staff ensures that information is entered into ATS
- d. Parent-Student Survey - Information collected in the system will determine language needed for parent/student surveys. Staff ensures that parents receive survey in their preferred language
- e. Report Cards - Information in the system determines what language report cards will be generated in

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

The following is a breakdown of our student population by ethnicity:

- 70% Of our school's population is of Hispanic origin
- 8% Of our school's population is of Arabic origin
- 5% Of our school's population is of European origin
- 2% Of our school's population is of Asian origin
- 12% Of our school's population is of African origin
- 3% Of our school's population is of other origin

Further analysis of this data indicates a great need for translation in four major languages, Spanish, Arabic, French, and Albanian.

The findings are reported to the school community through available online reports such as Report Cards, the Progress Report, the Quality Review, etc. This information is also disseminated during parent meetings, Advisory classes, and through brochures and power point presentations to the larger community.

Part B: Strategies and Activities

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

According to the results compiled from Part A, the written translation services that our school provides to our parents to ensure appropriate and timely information in a language that the parents can understand are:

Translated materials provided by the DOE and Translation Services, and school staff. Among the staff in our school, we are able to provide translations in eight different languages including the four major languages of need.

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

The oral interpretation services that the school will provide to our parents will be conducted in collaboration with staff, parent support staff and DOE contracted vendor (when feasible)

Simultaneous translations provided at meetings, assemblies, and parent-teacher conferences. (Translations provided by teachers, administrators, parent support staff, and DOE translation services)

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

The school will and does fulfill Section VII of the Chancellor's Regulations A-663 in the following manner:

General information such as school policies, parent notification in terms of academics, attendance, and discipline are translated using the NYC DOE translation unit;

Parent Meetings/Workshops are conducted in English and Spanish with simultaneous translation to other languages as requested by parents;

Parent conference - Sequential translation is used;

In the General Office, we have posted information explaining the rights of parents and a detailed list of parents' rights are available and posted in different languages.



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 World High School	DBN: 11X513
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 165
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: 12
 # of certified ESL/Bilingual teachers: 3
 # of content area teachers: 9

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:

After School Program

Based on Regents analysis and NYSESLAT results, we have determined a need to offer extra support to our students especially in the area of literacy and math in the core subjects. The students to be served in this program range from ninth to twelfth grade ESL students who are struggling to meet the state standards as they relate to promotion and college-readiness. For this reason, we are offering additional writing/literacy classes with emphasis on writing techniques as students prepare to become college ready.

The Title III funds for the direct instruction component will be used to partially fund teacher per session (403 hours). These funds will allow the students to receive instruction that is above and beyond the mandated ESL required minutes by attending an after-school program. These classes will meet on Tuesdays and Thursdays for the entire school year, beginning in October 2014 and continuing through June 2015 for 55 sessions. Instruction will be delivered in English by a certified ESL and 5 Content Area teachers. ESL methodologies with scaffolding activities will be used to ensure mastery of concepts. On Tuesday 1 ESL teacher will rotate 24 minutes into 5 groups and another ESL teacher will rotate into the other 4 classes for 30 minutes. On Thursday 1 ESL teacher will rotate 40 minutes into 3 groups and another ESL teacher will rotate into the other 4 classes for 30 minutes. Materials used in this program will include audio-visuais, publications, and appropriate reading level books for differentiated instruction, activities, and assignments.

COURSE	TEACHER	License	DAY	TIME	ROOM	# OF STUDENTS
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Tuesday and Thursday Schedule Total # of students = 166

Earth Science	Mr. B. Drexel	ES	T/TH	3:00-5:00	427	10
Chemistry	Mr. F. Chowdhury	CHEM	T/TH	3:00-5:00	435	23
SIFE Support	Ms. M. Mahoney	ESL	T/TH	3:00-5:00	429	15
Integrated Algebra	Ms. K. Cappello	MATH	T/TH	3:00-5:00	411	18
Geometry	Ms. R. Kramer	MATH	T/TH	3:00-5:00	409	17

Part B: Direct Instruction Supplemental Program Information

US History	Ms. A. Werbel	SS	T/TH	3:00-4:00	408	27
IEP/AIS	Ms. L. Schwartz	SP ED	T	3:00-4:00	405	13
Global History	Ms. D. Tackett	ESL	T	3:00-5:00	407	25
Global History	Ms. D. Tackett	ESL	TH	3:00-4:00	407	18

Saturday Program

Based on Regents analysis and NYSESLAT results, we have determined a need to offer extra support to our students especially in the area of literacy and math in the core subjects. The students to be served in this program range from ninth to twelfth grade ESL students who are struggling to meet the state standards as they relate to promotion and college-readiness. For this reason, we are offering additional writing/literacy classes with emphasis on writing techniques as students prepare to become college ready.

The Title III funds for the direct instruction component will be used for per session for teachers. These funds will allow the students to receive instruction that is above and beyond the mandated ESL required minutes by attending a Saturday Program. These classes will meet every Saturday for the entire school year, beginning in October 2014 and continuing through June 2015 for a total of 25 sessions. There will be 3 groups of 10 to 22 students from grades 9-12 for a total of 45 students. Instruction will be delivered in English by a certified ESL and 3 Content Area teachers. The ESL teacher will push in for 1 hour into each class. ESL methodologies with scaffolding activities will be used to ensure mastery of concepts. Materials used in this program will include audio-visuals, publications, and appropriate reading level books for differentiated instruction, activities, and assignments.

Saturday Program Schedule

COURSE	TEACHER	License	DAY	TIME	ROOM	# OF STUDENTS
Literacy	Ms. D. Tackett	ESL	SAT	9:00-12:00	407	22
LE/ES	Mr. G. Carpio	BIOL	SAT	9:00-12:00	431	13(LE)/9(ES)
Algebra II/Trig	Mr. S. Bodden	MATH	SAT	9:00-12:00	401	10

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:

Rationale: To develop Common Core units of study for different English Language proficiency levels, PD

Part C: Professional Development

will be provided as follows:

Dr. Serigne Gningue, professor of Mathematics Education at Lehman College, will provide seven (7) sessions of professional development on Common Core in Algebra I, Geometry, and Algebra II/Trig. These sessions will tentatively be held as follows:

2/9/2015 - Understanding Common Core Shifts in Mathematics

2/23/2015 - Developing Strategies and Activities to Engage Students

3/9/2015 - Developing Questioning Techniques to Guide Students to a Deeper Understanding

3/23/2015 - Giving Appropriate and Effective Feedback to Ensure Mastery

4/13/2015 - Developing Activities that Engage Students in Communicating Concepts and Processes in Writing

4/20/2015 - Developing In-Class Activities to Assess Students for Understanding and How to Use This Information to Adjust Instruction

5/11/2015 - Developing Activities in Which Students Apply Mathematics Concepts to Solve Real Life Problems

The following teachers will participate:

Ms. L. Yan, Mr. J. Briggs, Ms. K. Cappello, Ms. J. Callaghan, Mr. R. Kramer, Mr. S. Bodden

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:

Upon interviewing the families, it is determined that families need to be informed about their rights as well as understanding the structures, resources, and potential obstacles in helping their child to succeed and obtain a high school diploma, as well as to prepare them for life after high school. For this reason, we schedule monthly workshops for parents to continue to develop strong relationships and to provide information needed, and to gather concerns and suggestions from parents.

Topics range from health and nutrition, internet safety, cyberbullying, suicide signs and prevention, how to read and understand school documents such as report cards and transcripts, how to apply for financial aid, and how to help their child make the best choices after high school. In addition, we will provide workshops to parents on the IEP process so that they get a deeper understanding on the programs and resources to help a student who has an IEP.

Facilitators for these workshops include the principal, guidance counselors, teachers, and outside

Part D: Parental Engagement Activities

agencies such as Morris Heights Health Clinic, College representatives, etc..

Parents are notified of meetings and workshops through newsletters, backpacked flyers, and telephone calls, emails and text messages.

The tentative schedule for the workshops is as follows:

DATE:	TIME	TOPIC	PRESENTER
9/29/2014	7:00PM	How Can Your Child Prepare For His/Her Future	Ms. Kamanga/Ms. Bermudez
10/20/2014	7:00PM	The College Process	Mr. Salazar/Ms. Bermudez
11/17/2014	7:00PM	Understanding Transcripts/Report Cards	Mr. Salazar/Ms. Kamanga
12/15/2014	7:00PM	Common Core Mathematics	Mr. Salazar/Ms. Bermudez
1/12/2015	7:00PM	How to Help Your Child Prepare for the Regents	Mr. Salazar/Mr. Chowdhury
2/9/2015	7:00PM	Financial Aid - How to Apply for Financial Aid	Ms. Kamanga/Ms. Bermudez
3/2/2015	7:00PM	Common Core for ELA	Mr. Salazar/Ms. Tackett
4/13/2015	7:00PM	Health and Nutrition	Mr. Salazar/Ms. Sheridan
5/11/2015	7:00PM	Cyberbullying	Mr. Salazar/Guidance Dept.
6/1/2015	7:00PM	Summer Opportunities for Students	Mr. Salazar/Guidance Dept.

Part E: Budget

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

Allocation Amount: \$34632

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 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)	_____	_____

Part E: Budget

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

Allocation Amount: \$34632

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____