

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M543**

**School Name:**

**NEW DESIGN HIGH SCHOOL**

**Principal:**

**SCOTT CONTI**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: New Design High School School Number (DBN): 02M543  
Grades Served: 9-12  
School Address: 350 Grand Street, Room 418  
Phone Number: 212.475.4148 Fax: 212.674.2128  
School Contact Person: Scott Conti Email Address: sconti@schools.nyc.gov  
Principal: Scott Conti  
UFT Chapter Leader: John Michael Chiaravalloti  
Parents' Association President: Karen Dumay  
SLT Chairperson: Michael Casiano  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Ana Cabrera  
Niomi Jackson

**District Information**

District: 02 Superintendent: Donald Conyers  
Superintendent's Office Address: 335 Adams Street, Room 510, Brooklyn, NY 11201  
Superintendent's Email Address: dconyer@schools.nyc.gov  
Phone Number: 718.935.5174 Fax: 917.283.2365

**Borough Field Support Center (BFSC)**

BFSC: Manhattan BFSC Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, New York, NY  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: (646)470-0721 Fax: (212)356-7564

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Scott Conti	*Principal or Designee	
John Michael Chiaravalloti	*UFT Chapter Leader or Designee	
Karen Dumay	*PA/PTA President or Designated Co-President	
Michael Casino	DC 37 Representative (staff), if applicable	
Katina Woods	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Niomi Jackson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ana Cabrera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Erica Levy	Teacher	
Danilo Martinez	Member/Assistant Principal	
Nelsa Vasquez	Member/Parent	
Terrell Smith	Member/Parent	
Elizabeth Gonzalez	Member/Parent	
	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

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

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

New Design High School (NDHS) is a 9-12 school located in the Lower East Side of Manhattan with 430 students. The student population is 88% Black and Hispanic and 64% female with 15% of the population with Individual Educational Plans. Over 70% of students are eligible for free lunch. The average incoming ELA proficiency in English is 2.36 and Math proficiency is 2.17 placing most students below grade level in reading and math when they enter the school. The school has a focus on design education and is committed to creating an environment that empowers students with the skills, tools and capacities to become successful after high school.

The school has set a goal of achieving 90% in the following areas: graduation rate, attendance, course pass rates and Regents pass rates. We call this our "360 Goal." There are some significant challenges in reaching this goal. The school's graduation rate has been in the 70%-85% range for the last three years. Data analysis continues to show that students in the school's lowest third of skills are the population struggling meeting the requirements for graduation. The school is addressing this population in many ways including the development of Design for Life Program. The program fosters social and emotional growth in students to support their academic achievement. The program consist of a four year sequence of Design for Life classes with a focus on students receiving the academic, social and emotional supports they need at each grade level to be successful. Design for Life Initiatives also include a school-wide coaching program that ensures each student receives academic advisement and life coaching weekly from staff. Students also meet in Council Circles each week to promote peer to peer learning and foster the healthy development of emotional growth.

The school has restructured its attendance system this year in hopes of achieving 90% attendance. The school attendance for 2013-2014 and 2014-2015 was 84%. Attendance for this year is currently 85%. The school is partnering with New Visions on an Attendance Heat Map. The map allows New Design staff to have access to live attendance data in order to quickly respond to attendance issues. This year, NDHS coach caseloads have been reduced to 5 students for each teacher in order to promote high levels of student and family support.

Course pass rates above 90% will be a challenge for the school as students earning 10+ credits in grades 9-11 were significantly lower in the 2014-2015 school year. The challenge is to better support students with low skills whose course pass rates were between 53% and 62% last year. A number of new initiatives are in place including a school level focus to improve the teaching of literacy skills across academic departments. A particular focus will be on vocabulary development in lower skilled students. Teachers' unit plans will also be aligned to Common Core Literacy Standards to ensure coherence of efforts across grade levels and academic departments.

Regents pass rates are in the 90% range by time seniors graduate with 91% of seniors passing all five regents (Class of 2015 data). However, first time pass rates are still too low for all students with US History (70%), Global (below 60%), Integrated Algebra (70%) and Living Environment (below 60%). The target pass rates for these exams will be set at 75%-85% for the 2015-2016 school year. The focus for improvement will be increased collaboration between Regents courses and grade level Design for Life courses.

The school's Class of 2014 graduation rate placed the school in the 82.9% of its peer range and in the 72% of all high schools citywide. However, the Class of 2015 graduation rate dropped to 74%. The school has created significant time for staff collaboration and professional development with grade level teams, academic departments, cross curricular teacher driven professional developments and advisory teams meeting regularly.

## 02M543 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	446	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	5	# SETSS	N/A	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	1	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	66.2%	% Attendance Rate			84.3%
% Free Lunch	72.4%	% Reduced Lunch			3.6%
% Limited English Proficient	4.6%	% Students with Disabilities			25.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			29.8%
% Hispanic or Latino	60.4%	% Asian or Native Hawaiian/Pacific Islander			5.5%
% White	1.6%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)			9.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.15
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.5%	Mathematics Performance at levels 3 & 4			58.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.3%	% of 2nd year students who earned 10+ credits			75.0%
% of 3rd year students who earned 10+ credits	78.3%	4 Year Graduation Rate			82.4%
6 Year Graduation Rate	83.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

### Part 1 – Needs Assessment

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

New Design High School students sit for the English Language Regents in their junior year. Regents pass rates from the English Regents continue to be high. Students' scores from 2013-2014 school year ranked New Design at the top of its peer group of schools they are compared as evidenced on the New York City Department of Education School Quality Guide. Comparative to all other New York City Department of Education high schools , English Regents scores placed New Design in the 93.5% outscoring some high schools with selective admission policies. A key element to students scoring well on the exam has been the school's focus on literacy skill development across grade levels and academic departments. The department has also great success with moving pedagogical practices to move students centered approaches. The Quality Reviewer from the 2014-2015 school year cited academic departments, especially the English Department in particular, for aligning high quality instruction to Common Core Standards. The Quality Reviewer scored New Design "Well Developed" in the 2.2 Assessment Category finding, "Across the vast majority of classrooms, teachers use assessments and rubrics aligned to the school's curricula and offer a clear portrait of student mastery."

The school plans to replicate success on English Regents Examination by focusing on increased vocabulary development, a deeper focus on developing reading and writers in content areas as well as increased collaboration between academic departments and the Design for Life program. Efforts will be made to increase teachers' effectiveness supporting lower skilled students with more student centered approaches to literacy and skill development. The first three Common Core English Language Arts Reading Standards will be the focus for the school.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Regents pass rates will exceed 75% for the Common Core Regents exams Integrated Algebra and ELA and exceed 80% for the US History, Living Environment and Global examinations.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
75% of teaching staff will attend a Summer Planning Institute to align standards to the Common Core Standards with a particular focus on the first three Common Core English Language Arts Standards for Reading Informational Texts in 9th and 10th grade: 1) Cite strong and thorough textual evidence to support analysis 2) Determine a central idea of a text and 3) Analyze how the author unfolds an analysis. It has been found that students with low reading levels (Below 1000 on the Scholastic Reading Inventory) perform significantly worse than students with higher reading levels on the Global, US History and Living Environment Regents exams.	All Teaching Staff	August	Instructional Committee
Grade Level Teams will meet three times a month to plan reading and writing strategies for students with low skills including students with disabilities, ELL and overage/under-credited.	All grade level teachers	Mondays 3:00-4:00	Grade Level Design for Life Teachers
Academic Departments will meet 10 times during the year to focus on content level professional development with a focus on integrating Common Core	Academic Dept. Staff	Sept - June	Instructional Team and Academic Department Facilitators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
The Instructional Leadership Team will facilitate a Summer Planning Institute focused on teachers incorporating Common Core Standards and strategies into their unit plans to support low skilled students. Teaching staff will be paid per session for attendance as well as the Instructional Committee for facilitation of the institute. Grade Level Team Meetings and Academic Departments need no per session support for meetings. No schedule adjustments or human resources are needed.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Success will be measured by student pass rates on the January, 2016 and June, 2016 Regents. All major Regents (Living Environment, Earth Science, Global History, CC Algebra, US History and CC ELA) will be administered in January, 2016 some as internally created practice exams, to assess progress toward goals.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

New Design High School has a youth centric positive school culture with a focus on youth development with high levels of trust among parent-teacher, parent-principal, student-teacher and teacher-teacher as evidenced on the School Survey in 2014 - 2015. The Quality Reviewer scored the school Well-Developed for this rating area and found it an area of celebration. However, the school's attendance level continues to be below the school's goal of 90% with average attendance 85% over the last two years. Improving attendance systems will be a focus for the year.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 31st, 2016 monthly attendance will be at 90% attendance for students. All staff members will meet with their coaches at least 10 times, through the school's coaching and D4L program, to provide more individualized support and guidance to students.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
Students will be assigned a coach from staff for weekly meetings focused on academic advisement and attendance.	All Students	Nov. 15th, 2015 - June 15th, 2016	Design for Life Coordinator
Attendance Heat Map will move from pilot status to an integral tool used in advisement of students and families.	All Students	Sept. – June	Attendance Coordinator, Design for Life Coordinator and Coaches
Students with higher levels of risk for academic non-achievement will be placed on a ladder of support with more needy students being provided higher levels of support from the school's Youth Development Committee and less needy students receiving support from teaching staff. Students below 70% attendance will be case managed by the school's Attendance Coordinator.	All Students	Sept. - June	AP of Organization, Social Worker, Youth Development Committee and Attendance Coordinator.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff coaching assignments will be part of Circular 6 duties for all staff. A Design for Life Coordinator will be given two periods off from her teaching assignments to coordinate the coaching program. The school funds a Social Worker and Attendance Coordinator.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Effectiveness of coaching assignments will be assessed on November 15th and the coaching program will be evaluated by the staff on February 1st, 2016. The program effectiveness will be assessed by students on February 6th, 2016 with a goal that all coaches have held at least 10 coaching sessions with assigned students.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

New Design High School teaching staff receive a robust professional development program. Each teacher will participate in 10 content focused days of professional support throughout the year. Those trainings will include 3 hour sessions in the morning focused on the school's instructional priorities. Teachers also participate in weekly Professional Development trainings focused on teacher interests called PODs (Professional Development Offerings). Grade level teams also meet weekly to share best practices and focus on grade level intervention strategies. The school received a Well Developed on the Quality Review for Systems for Improvement 4.2 highlighting the work of professional teams.

Higher levels of coordination will be needed to meet the challenges of educating the school's population especially in order to increase Regents pass rates and ensure course requirements are met by students. A particular focus for collaborative efforts will be supporting students with the lowest skills.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teaching staff will have participated in over 70 hours of professional development through the school's Department, PODs, and grade level team meetings PD structures. The Instructional Team will assess professional development each month in team meetings. Based on reflection, the team may change PD structures in February, 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Academic departments will meet for a full three hours every three weeks focusing on content specific professional development. Per session will be provided for facilitators.</p>	<p>Teaching Staff</p>	<p>Sept. -June.</p>	<p>Academic Department Facilitators</p>
<p>Teachers will attend a weekly POD. PODS will be focused on teaching staff learning strategies to meet the needs of diverse learners. Per session will be provided for facilitators.</p>	<p>All students</p>	<p>Every Monday 3:00-4:00</p>	<p>Grade Level Design Leaders</p>
<p>Instructional Team will be responsible for articulation and dissemination of Common Core standards and strategies. Per session will be provided for facilitators.</p>	<p>All students with a particular focus on students in the lowest 3rd skill level.</p>	<p>Sept. – June</p>	<p>Instructional Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Title 1 monies will be used to pay facilitators for meeting planning and meeting facilitation.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>	<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>	<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Instructional Team monthly meetings will assess professional development programming at the school each month with an eye on improving PD effectiveness. Data will be triangulated from Principal observations, teacher inter-visitations and facilitator meeting reflections in order to influence agenda for meeting to ensure professional development sessions are effective in meeting the school's goals.</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

New Design High School's Principal and Assistant Principal are founders of the school with 13 years of experience and leadership at the school. To nurture the professional growth of teachers and staff, leadership has been distributed to multiple staff members with 3 teachers sitting on the Administrative Cabinet and teaching staff assuming leadership roles as Grade Level Team Leaders, POD Facilitators and Academic Department Chairs. The Quality Reviewer found area 3.4 to be Well Developed and an area of celebration. The QR Reviewer wrote, "School leaders consistently communicate high expectations of professionalism and instruction to the entire staff and provide training." Cited in the QR were examples such as Doctor Notes, Advance Observations, 21 Jump Street and inter-visitations as ways the school are nurturing staff. Shared leadership hopes to increase the coordinated efforts to meet school goals. Higher levels of coordination and collaboration are needed to meet the school's "360 Goals" and by distributing leadership more staff members will be responsible. for these goals.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2016, teachers leaders will be facilitating Grade Level Team, Department and Professional Development Offerings (POD) meetings as well as facilitating the Instructional Team meetings.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>An Instructional Team, composed of Academic Department Facilitators, will meet monthly to lead all instructional efforts at the school. Facilitators will be paid per session for planning time.</p>	<p>Teaching Staff</p>	<p>Sept. - June</p>	<p>Administrative Cabinet and Instructional Team</p>
<p>Grade Level Teams will meet weekly lead by Grade Level Team Facilitators in order to implement coherent grade level strategies to improve student academic achievement. Facilitators will be paid per session for planning time.</p>	<p>Grade Level Students</p>	<p>Sept. - June</p>	<p>Administrative Cabinet and Instructional Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The school staff approved an SBO for the academic year that allows teaching staff to meet each Monday from 3:05-4:00 in Grade Level Teams. Instructional Team meetings will be supported by per session monies and teacher leaders will be paid per session for planning meetings.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Grade Level Team effectiveness is assessed weekly in Administrative Cabinet meetings. Grade Level Teams will self-assess their effectiveness at the end of each marking quarter by looking at course pass rates and the quality of student performance on milestones.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### Part 1 – Needs Assessment

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

New Design High School has adopted the term Community Actions (CAS) and efforts to refer events that are meant to enriching all New Design community members including parents, students, staff as well as community members. In order to create a welcoming environment for families the school communicates through a number of tools including REMIND (text based communication system), SKEDULA (online grade book system), School Messenger (automated calling system for absences and lateness) as well as consistent communication from student coaches to students and families. The school has partnered with a number of organizations to increase supports in order to improve academic achievement. Services include college and career counseling as well as social work services. The school also has a number of partnerships with art and design organizations to enrich the design programming at the school. The school also organizes a number of community art events such as Rooftop Legends and Rooftop Films in order to bring community members into the school building.

Similar to many New York City high schools that serve students from all five boroughs, New Design is challenged to keep families involved in their teens' academic lives. Other than outreach efforts, and events such as Parent College Night, the school has expanded the student coaching program to ensure every New Design student receives the adult mentoring and the support needed to be successful in high school and adolescence. It is a priority of the school that this program become highly effective in meeting the holistic needs of its students and building an effective coaching program is one of the cornerstones of that program.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 15th, 2016, 15 "Community Actions" will be facilitated by New Design staff to enrich the civic life of the New Design Community. Actions will be organized by the school's Coordinator of Student Activities in collaboration with the school's Design Department as well as Academic Departments. Community Actions will be targeted at staff, students, families and local residents. Effectiveness will be measured by the number of participants served by each Community Action.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Families will receive regular academic updates from student coaches including a spring Student Led Conference.</p>	<p>All Students</p>	<p>Nov. - June</p>	<p>Design for Life Coordinator</p>
<p>Community Actions events will be held monthly to enrich the academic life of the school targeting students such as poetry slams, design competitions and film nights.</p>	<p>All Students</p>	<p>Oct. - June</p>	<p>Community Action Team</p>
<p>Community Actions focused on bringing the community into the school via the arts will be organized on the school's rooftop space.</p>	<p>Local Residents.</p>	<p>Feb - August</p>	<p>Community Action Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Most Community Actions will be funded through outside organizations. A small percentage (Under \$2,000) will be paid through the school's budget.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The Community Action Team will assess and plan Community Actions through monthly meeting scheduled on the 3rd Friday of every month beginning in October, 2015.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Scholastic Reading Inventory scores below 1000	Orton-Gillingham	Small Group, One-to-One Tutoring	School Day and during After School Office Hours
<b>Mathematics</b>	Algebra Placement Exam	Peer to Peer Math Instruction	One-to- One Tutoring	After School Office Hours
<b>Science</b>	Living Environment scores under 65 after 9th Grade Year	Living Environment 2 in 10th Grade Year	Whole Class	School Day
<b>Social Studies</b>	Scholastic Reading Inventory scores below 1000	Blue Slip	One-to-One Tutoring	After School Office Hours
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Youth Development Committee Intake	Case Management	One-to-One Tutoring, Small Group	School Day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
New Design has partnered with New York University's Steinhardt School of Education and the Hunter College School of Education to host student teachers. Those student teachers are often recruited for teaching positions at the school. New Design supports all new teachers with at least 3 years of mentoring from effective and experienced teachers. The school has a robust professional development program which include a summer planning institute, 10 professional development days for academic departments, weekly professional development offerings as well as grade level collaborations to support the growth of teaching staff.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The school's professional development program which include a summer planning institute focused on Common Core Standards and professional development days for academic departments with a focus on integrating CC Standards for Literacy.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teaching staff meet in academic departments for a full day every three weeks to make decisions regarding assessment measures as well as looking at data from those assessments to improve practice. All teachers assess students via a course "milestone" which accounts for 30% of students grades. Milestones are summative assessments. Each department has a teacher who facilitates the departments professional development days and supports the milestones process. Those facilitators meet monthly as an Instructional Team with the principal to determine professional development around assessments.

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

<b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes <sup>1</sup> . To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> <sup>2</sup> . <b>On the chart below</b> , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	211,297.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,834,173	X	

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>543</b>
School Name <b>New Design High School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Scott Conti</b>	Assistant Principal <b>Danilo Martinez</b>
Coach <b>Jody Polleck</b>	Coach <b>Erica Levy</b>
ENL (English as a New Language)/Bilingual Teacher <b>Darren Chase</b>	School Counselor <b>Danilo Martinez</b>
Teacher/Subject Area <b>Erica Levy</b>	Parent <b>Karen Dumay</b>
Teacher/Subject Area	Parent Coordinator <b>Daniel Cabrera</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>441</b>	Total number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	25	<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	19	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	1	0	0	19	0	0	5	0	5	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

**Freestanding English as a New 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										2	6	3	0	0
Chinese										2	2	0	4	0
Russian											1			0
Bengali														0
Urdu														0
Arabic														0
Haitian										2				0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										1	0	0	0	0
<b>Emerging</b> (Low Intermediate)										1	0	0	1	0
<b>Transitioning</b> (High Intermediate)										1	1	1	0	0
<b>Expanding</b> (Advanced)										3	9	3	4	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										3	5	3	1	0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										2	3	3	0	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	10	0	6	0
Integrated Algebra/CC Algebra	12	3	9	3
Geometry/CC Algebra	5	1	3	1
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	1	1	0	1
Earth Science	10	2	4	2
Living Environment	20	6	13	4
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	25	6	14	0
Geography	0	0	0	0
US History and Government	9	4	4	0
LOTE		2		2
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

When students first come to NDHS, we administer initial assessments in each content area that are Common Core aligned. We also administer the SRI (Scholastic Aptitude Inventory) reading test and readminister this computerized test every semester to chart progress in reading levels. On the English preliminary assessment, there is also a questionnaire and verbal interview in which students are asked about their experiences with school, including their comfort level in writing/reading vs speaking/listening in their first or home language. We increasingly use native language tests such as the Chinese Reading Test and the ELE to assess strengths and weaknesses in the students' native language(s).

Last year we learned that out of four intermediate level Chinese- speaking ELLs, only two had academic proficiency in written/read Chinese. This informed instruction in content classes because glossaries and online translation were not effective for these students unless the vocabulary was spoken. Different groupings were devised to facilitate interaction between speaking/listening proficient students and writing/reading proficient students and text to speech software was used for Chinese text. This resulted in three out of four moving from Transitional to Expanding.

We also learned that two new students from West Africa had only received academic instruction in French. Therefore, vocabulary instruction was paired with English spelling rules and French grammar translation in English class. Flexible scheduling was implemented to allow for multi-grade sections so that students with common language background could work together. Four new Chinese speakers were also scheduled into classes so they could receive intensive phonics intervention and native language support because of recent immigration.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The last two years showed a change in proficiency from Speaking/Listening proficiency to Reading and Writing in 9th 10th and 11th grades. This may be due to increased Common Core argumentative writing support and new co-teaching arrangements which added increased support in the form of a rotating pull-out system from integrated English Language Arts classes. However, reading

comprehension in 11th and 12th grades was not increased as in previous years and we have a number of students in 12th grade who are receiving extra intervention in reading (see below).

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool has just become available to us and we use it to track student achievement over time and within subgroups. For instance, we can look at improvements in students with different home language but similar immigration histories to see how better to organize support. We also use data from our internal data tool, our departmental Milestone assessments which are gathered in digital portfolios over four years, allowing for holistic assessment across all content areas in addition to the raw data from the AMAO. Regents scores, SRI and interim assessments are also analyzed.

Because of trends noticed in this data, ESL instruction will increase focus on listening strategies and reading comprehension skills, using the resource offered by the literacy coach, Jody Polleck, to supplement ELL instruction with targeted intervention groups that are small and grouped by lexile level. New groupings of Commanding and Expanding students were made at the beginning of the year to satisfy CR Part 154 regulations and provide an opportunity for high-level groups of English proficient ELLs and English-dominant students. Last year, we prioritized writing skills, offering a supplementary writing class for ELLs and students at risk of failing the ELA Regents. Classes were offered after school on a regular basis and on Saturdays for students preparing for the Comprehensive English Exam.

This proved successful in Regents scores for the written section of the test that did not relate to text, however the written responses that required reading comprehension were not improved and multiple choice comprehension of larger texts was not improved so this year we have introduced a new Close Reading protocol and have standardized Reading Strategies across content areas, so that all teachers use the same language to describe the reading process. Also, we have implemented the Kinsella's Academic Toolkit in every Design for Life classes in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades. We plan to expand the vocabulary program schoolwide next year. At this point all ELLs proceed through the program, learning words that help to understand directions and academic tasks.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

ELL students will be given the NYSITELL tests initially (if they are newcomers) and the NYSESLAT at the end of the year as well as interim assessments. All students at New Design are also tested in the first two weeks of school to determine math and literacy levels. The math department administers a Math Qualifying Exam and the support department administers the SRI, the Scholastic Reading Inventory. They are then retested three times during the year with Scholastic Aptitude Test software to monitor progress in reading. Additionally, each department administers a Milestone Exam, our school's unique, assessment alternative that provides vital data on content knowledge and academic skills and charts improvement over time via Common Core Standards. Students cannot progress until explicit learning standards are reviewed and achieved. If a student doesn't pass a Milestone assessment with at least a B, he or she must spend time in small groups reviewing and come to teachers' weekly "office hours" outside of class until they pass the assessment. The ENL teacher administers this test with the social studies and English departments, gaining valuable information from students' scores on the modality categories. These assessments are not only for the teachers' information, but are also a teaching tool, as students review their performance on the rubric four times a year, giving them measurable feedback over time and saving their work in their Online Portfolio for review over time.

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Because so many of our ELA classes are split into heterogeneous and homogeneous small group rotations, teachers are required to include individual anecdotal reports as a part of their google drive Danielson folders. Students who, for example, readily understand new Common Core counter argument strategies can assist others who are less proficient based on teachers' data tracking.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

We do not offer a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Of the ELLs who have been with us for four years, most (70%) reach Expanding or Commanding levels at the end of their 10<sup>th</sup> or 11<sup>th</sup> grade years. Long term ELLs are the exception to this rule and we are developing the Design for Life program to address this issue. We also have a group of Chinese-speaking students who are not reading/writing proficient in their native language. These students are struggling with the ELA Regents. We have provided intense intervention for them this year in both ELL support and ELA class, as well as social studies review. Other than these two groups, ELA Regents scores for ELL students exhibited a strong upward pass-rate curve during 11<sup>th</sup> and 12<sup>th</sup> grade, for both ELL students and ELL/IEP students during the past three years. However, we are seeing a negative trend in Global History pass rates from last year so this year we have opened two sections of Global Prep for students who are behind in their social studies credits due to language. NYSESLAT scores, SRI reading assessments, Milestone pass rates and retake rates as well as anecdotal reports are considered in this data. AMAO data is also considered because it allows us to look at different subgroups .

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.

English language learners at New Design High School are determined as per the ELL Policy and Reference Guide, using NYSITELL, NYSESLAT and Home Language Survey information. The Home Language Survey is completed with a pedagogue. If the home language is other than English, students who are new to the system (or returning non-tested students as per CR Part 154 regulations) are NYSITELL tested. The Spanish LAB is used for students entering the system for the first time whose home language is Spanish. Additionally, sections of the Spanish LAB are used to informally assess new ELLs who have already been NYSITELL tested at another school to estimate their L1 abilities--this is only for the instructional purposes and not an official test. It is also helpful to have the bilingual Chinese staff informally assess Chinese speakers' proficiency in different modalities. Because of lessons learned from our three struggling Chinese-dominant seniors this year, we are administering the Chinese Reading Test to every incoming Chinese speaker.

All students at New Design are also tested in the first two months of school to determine math and literacy levels by a school-specific initial assessment and online assessment programs. Additionally, the ENL coordinator, Darren Chase, reviews test histories, ATS geographical reports, the new AMAO tool, RLAT, RNMR, RESI and Skedula as well as teacher observations to determine the language needs of ELL students as well as newly entering "former ELLs." In order to honor new CR Part 154 regulations, Individual Progress Conferences have been implemented so that parent contact can be made in person early in the year. Also, two new orientation dates are offered in June and August with the aim of reaching more parents. After designation, the students are part of general education classes with extra blocks for ELL instruction, or receive ENL instruction via the pull-out model. If Entering or Emerging level, students receive service in separate Stand Alone classes that mirror the ELA content in addition to their Integrated ENL/ELA classes.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
After completing the Home Language Survey with a pedagogue, if a parent responds indicating that the student has inconsistent education history, then the LENS is administered. If the Home Language Survey does not indicate interrupted education but there is some doubt, the ELL coordinator administers the oral interview questionnaire. He also reviews Skedula academic transcript records and cumulative files before administering the questionnaire, which is available in 13 languages. After filling out the Home Language Form, all parents of English language learners are briefed concerning their rights to bilingual and ENL services. If interrupted education is indicated, the information must be entered into ATS within 30 days of initial enrollment in the BNDC fuction. Then the student is designated SIFE and receives extra intervention through Wilson, RTI models, bilingual phonics and other programs until they score Transitioning on the NYSESLAT.
  
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The LPT team includes special education teacher Erica Levy, ELL teacher Darren Chase, literacy coach Jody Polleck and sped teacher Paula Tran. Together we meet with the parent as early in the year as possible to review the necessity for ELL services based on many factors including assessments administered in the home language. After reviewing student data and assessment information, the team will determine whether the student should take the NYSITELL. If the LPT team recommends against the NYSITELL exam the principal must review the decision. If the decision is overridden, the student will take the entrance exam and proceed with normal ELL identification process via results of the test. The test's data, among other initial assessments will be used to schedule students flexibly for their services and accommodations--both ELL services and the special education services stipulated by their IEP, including SETSS if necessary. If after review, the principal decides that a student should not take the NYSITELL, the superintendent must determine that the student is exempt within 10 school days and the parent is notified within 3 days of the decision. Our school has 20 days to place students with IEPs in the ENL program.
  
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
After the NYSITELL score is determined, parent notification letters are sent out by Darren Chase, the ELL coordinator within 5 school days. Letters are sent as paper copies and emailed. If a student is 18 years old a copy goes to the student as well. All letters include mention of the parents' or student's right to appeal the designation within 45 days.
  
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
This information is relayed in written, translated documents as well as verbally, during initial parent meetings, which for ELLs take place within 30 days of enrollment. All written information includes information about the parents' right to appeal decisions within 45 days. If a student is over 18 years old, copies of entitlement, non-entitlement or continue entitlement letter are sent to the student along with notification of the right to appeal.
  
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Most parents of ELLs are contacted before enrollment, during student orientation times. If we do not meet them personally, letters go out through regular mail, email and are sent home with the student. A follow up call is scheduled and every effort is made to set a date for an Individual Progress Meeting. If parents do not return program selection choices, the student will be placed in a bilingual program. If 20 or more parents (or non-selecting responses) warrant a bilingual program, we open up a bilingual program at NDHS. Darren Chase, the ELL coordinator is responsible for making this information clear to parents through mailings, meetings and the DOE video. If bilingual services are selected by the parent/guardian and our school cannot comply, we offer a list of nearby bilingual programs, streamlining the transfer process for parents and providing contact information for the Division of English Language Learners and Student Support which coordinates with the OSE.
  
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents are notified of their choices for Free-standing ENL, Transitional Bilingual and Dual Language within 5 days of ELL determination. This is done through individual meetings where the Parent Orientation Video is watched in the parents' preferred language, written notification (copy and email) and followup emails. Parent choice is updated as letters are returned. If parents have not responded within two weeks, followup calls are made and additional emails are sent with the explanatory video linked. Most parents elect to keep ELL services, however non-responsive caregivers' choices are recorded in ELPC as "bilingual" because of new regulations. We do not presently offer a bilingual program, so students whose parents are unresponsive are placed in the ENL

program. This year every effort has been made to reach out to parents personally, through phone calls and invitations to Individual Progress Meetings and Orientation days. (We offer Orientation in June, August and September.) Additionally, we send another copy of a the entitlement letter home with the student. Often this information is confusing, so parents are called to relay the information in Spanish and Chinese. We recently used a Ukranian translator through the Translation and Interpretation Office to contact a student in tenth grade whose parent was unresponsive. We also have copies of the form available at parent teacher conferences and can email it if parents sign up in our [juiprtergrades.com](http://juiprtergrades.com) interactive reporting system. If a bilingual program becomes available at our school, parents who previously selected bilingual services are notified of the option. The information is available in the ELL binder maintained by Darren Chase and in previous ELPC reports. We do not update parent choice as "Parent did not return the survey" until 18 school calendar day after enrollment.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ELL coordinator keeps records of forms and responses. After the first round of Parent Teacher Conferences, parents are considered nonresponsive and the ELPC is updated with the parent choice "bilingual." Because we have no bilingual program available at our school (fewer than 20 parents or non-responsive parents have elected one), the student is placed in a free-standing ENL program.
9. Describe how your school ensures that placement parent notification letters are distributed. The ELL coordinator keeps an electronic record of emails and copies of written letters in the ELL Services Binder. Placement parent notification letters go out within 5 days of determination.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ESL coordinator maintains records of all correspondence in the ELL Services Binder and updates parent choice in ATS. Copies of the Home Language Survey are kept in the student's cumulative file. Parent outreach is documented in Skedula anecdotal reports.
11. 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.

We are successful in administering the NYSESLAT to all students because we use Design for Life periods to test each modality and each grade with several make-up sections for absent students. All students eligible on the RLAT ATS report are tested. Each modality is tested on a different day with copious make up sessions and IEP testing accommodations are observed for students with disabilities or 504 plans.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters and transitional support letters are sent after NYSESLAT scores are received by the school, usually in August. All continuing and transitional letters are sent before September 15 of the new academic year.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Most parents (18 responders over two years) request Freestanding English as a Second or Other Language. Most made this determination after an in-person meeting with bilingual staff. This year parent surveys and program selections that are not returned are noted in ATS as "bilingual," so the incidence of bilingual program selection has risen, but not to the requisite 20 parents to open up a bilingual program. The ENL teacher, Darren Chase, is certified in bilingual education (Spanish) so the option exists to open a program if parent choice necessitates, as per the ASPIRA Consent Decree.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
    - 9<sup>th</sup> grade students are grouped into an ELL cohort, which is combined with a smaller mainstream ELA class, allowing for implementation of the "integrated model" and the "stand alone model" within one ELA content area. This class meets for twice as many periods as a mainstream ELA class in order to accommodate ELL scheduling needs: This arrangement allows for maximum units of instruction (540 minutes for Entering level students and 360 minutes for Emerging students) to be delivered in "stand alone" pull-out groups and "integrated ENL" class. Because this class meets twice daily, four times a week, to allow for small group ELL pull-out rotations and extra ELA support, students receive four English credits instead of two for this class. This creates flexibility in ELL students' overall credit accumulation progress as well, allowing for flexible scheduling throughout their high school career based on their progress and releveling.
      - 9<sup>th</sup> graders also attend an additional Design for Life class, which supports goal-setting, college and career planning and academic coaching. In the event that a student is an Entering Level newcomer, the Design for Life class provides an opportunity to schedule extra intervention hours. If there are several newcomers as in previous years, a new section is opened during this class and students attend a Freestanding ENL class instead of Design for Life in addition to their "integrated model" ENL/ELA class.
    - 9<sup>th</sup> ,10<sup>th</sup> ,11<sup>th</sup> and 12<sup>th</sup> grade Commanding Level Former ELLs are also scheduled into Design for Life classes so they can receive their mandated 90 minutes of language support. Sometimes these groupings are ungraded because of scheduling conflicts. This arrangement allows the ELL staff to support Commanding level students across the curricula without pulling them from their content classes.
    - 10<sup>th</sup> graders are scheduled into co-taught ELA classes with additional hours of support provided in Design for Life class. This year all 10<sup>th</sup> graders attend a co-taught ELA class and three 75-minute blocks of ELL support during Design for Life class with the ELL staff. They receive credit for English language enrichment activities through their Design for Life class. (All 10<sup>th</sup> graders are Expanding level this year.)
    - 11<sup>th</sup> graders are heterogeneously grouped into a co-taught ELA class and supported with pull-out from that class as well as their Design for Life class, allowing for the full 180 minutes of Expanding level support. (All 11<sup>th</sup> graders are Expanding this year.)
    - 12<sup>th</sup> graders attend a separate ENL class three days a week in addition to their ELA class. Push-in and pull-out occurs in this ENL/ELA grouping because these students need extra support. (All are Expanding level students in 12<sup>th</sup> grade except for one Transitioning student.) We also offer support to these students during their Design for Life class, which was carefully scheduled so that students could work with an ENL teacher twice a day. Although the students are Transitioning and Expanding level, we have scheduled additional support for them because data has shown they are behind in their Regents exam pass rates.
  - b. TBE program. *If applicable.*  
NA
  - c. DL program. *If applicable.*  
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Using both integrated ELA/ENL co-taught classes, stand alone ENL classes, Design for Life class and pull-out/push in support, all students are afforded their instructional minutes and many receive much more through small group intervention with the literacy coach and student teachers. Entering students (we have only one this year) receive 540 minutes of instruction, broken down into one unit of Stand-Alone ENL, one unit of Integrated NEL and one unit of Stand-Alone or Integrated instruction. Emerging students receive their 90 minutes of Stand-Alone ENL support through carefully scheduled pull-out from Design for Life class and their remaining 270 minutes of instruction through Integrated, co-taught ELA class with a pull-out rotation once a week. Transitioning students receive 180 minutes of instruction through co-taught Integrated ENL class, with the possibility of pull-out rotation depending on skill level. Expanding students receive their one unit of study in ENL/ELA class with pull-out from Design for Life class possible if intervention is needed. Commanding students receive their 90 minutes of instruction during Design for Life and coaching periods, where they can work on content from ELA or other areas.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

We have begun to use the Chinese Reading Test and Spanish Lab as interim assessments. The Spanish for Native Speakers program supports Spanish speakers developmentally in their L1 skills.

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

Except for beginning students who may be in the "receptive stage" of language learning, all classes at NDHS involve students in Socratic Seminar, a structured, peer-guided discussion. ELA teachers are careful to involve many listening and reading strategies in their curricula, moving from teacher-led reading in the beginning of the year, to shared reading, group reading, readers' theater and finally ending with student plays. Notetaking and listening activities are provided across the content areas and formal, informal and creative writing techniques are employed. Students are increasingly evaluated in Socratic Seminar, Restorative Justice Circles and other structures that allow for oral expression and communication. This year we are improving our teaching of listening strategies across the content areas and have started to implement panel assessment, where students present evidence of their progress to a faculty panel in conjunction with their digital portfolio. The portfolio is a record of students' achievement in all content areas from grades 9-12. Formal assessments include the Department of Education's Interim Assessment as well as individual content teachers' ongoing assessments, which are administered on a monthly basis. The NYSESLAT is the final assessment of progress in listening, reading, speaking and writing.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

We have no SIFE students this year. If we do, they are usually scheduled into a small group rotation (stand-alone model) where they can complete a skills system such as Just Words, MySciLearn (a computer program) or Wilson Reading Program.

Newcomers are assigned a faculty pointperson and mentor as academic coach. They are put in the ELL cohort in their grade and given extra time in a separate section if necessary. Additionally, newcomers receive extra minutes through pull-out from Design for Life class.

Developing students are scheduled heterogeneously into all classes but first priority is given to their schedules so that optimal co-teacher and ELL support is available. For instance, science classes with ELLs and special ed students are arranged first to coordinate service providers and allow for mirrored content when available.

Long-term ELLs receive both ELL intervention and reading support with the literacy coach. They have "Personal Education Plans" which reflect differentiated instruction and materials needed and which are shared with all their teachers.

Former ELLs meet in small pull-out groups scheduled in AM Forum advisory and Design for Life class.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

If a student has been re-identified via the Re-Identification Process stipulated in the ELL Policy and Reference Guide, after six months the principal, Scott Conti will consult the ELL coordinator, Darren Chase to ensure that the student's academic progress has not been adversely affected by the determination. Darren Chase and appropriate LPT personnel will review the student's academic portfolio, including her Milestone assessments for each content area during grade-level meetings so that faculty members from different content areas can weigh in. If the plan is negatively affecting the student's progress, the principal will consult the superintendent or his/her designee and a final decision letter is sent to the parent.

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

ELL-SWDs are taught with attention to multiple intelligences and processing ability. If there is an overlap of language and processing issues, individual educational plans are used to differentiate instruction, at times employing station work, extension activities, visual learning, different modes of response. Testing modifications and learning modifications (use of computer to record etc) are observed. Response to Intervention approach is used for SWD-ELLs as well as Just Words, an ELL-approved

Chart program created by Wilson Reading. Readings for SWD-ELLs are assigned via lexile band and book clubs include native language literature.

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

Our self-contained students attend both 12-1 classes and integrated advisory class, Design for Life, art and gym. Design For Life and Skills Section classes are flexibly grouped and scheduled. Changes are made throughout the year to best accommodate students. Students with Integrated Co-teaching mandated in their IEPs are placed in the least restrictive environment with maximum support. If they have SETSS support mandated, they receive both ELL support and SETSS support. Changes to IEPs are made during the IEP meeting and triennial meetings, always with the aim of placing students in the least restrictive setting.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

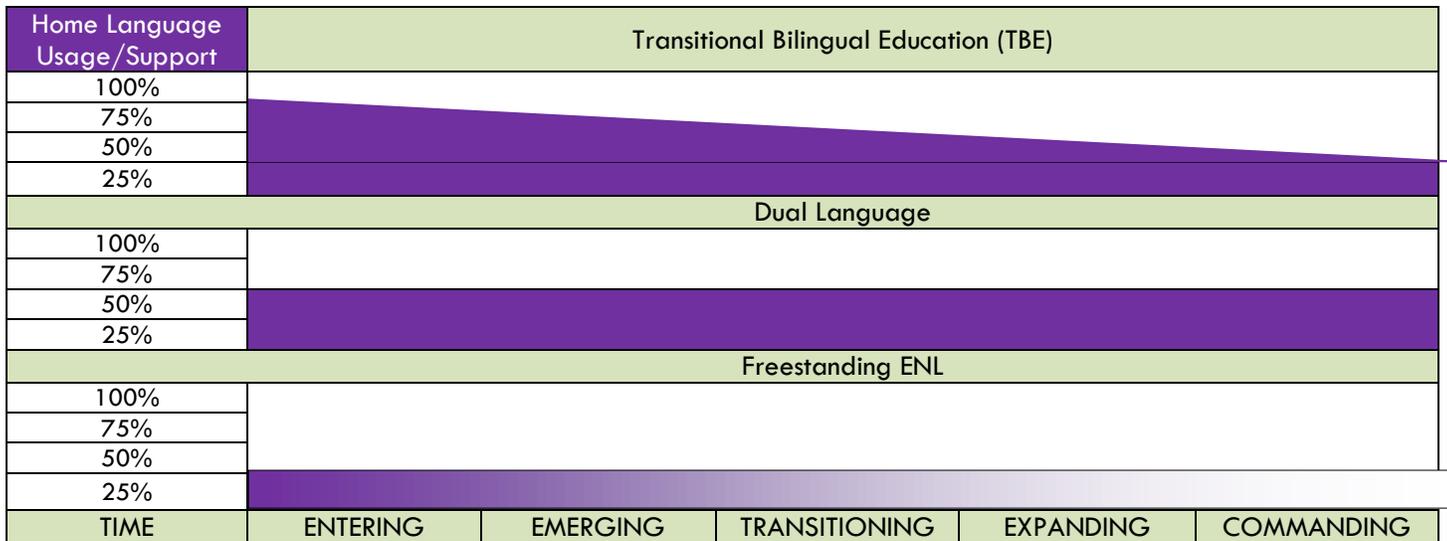


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We have a block "ELL cohort" class for 9th grade, where all incoming ELLs are placed in a middle-level ELA class along with English-dominant peers. This class meets for double blocks (540 minutes), allowing for extra ELA and ENL time which is used for small group intervention, integrating ELLs with higher and lower performing peers in both the large class setting and small group rotations. The methodology is based on Response to Intervention. The class is co-taught by an ENL teacher and an ELA teacher, with a regular schedule of small group rotation. In tenth grade, we offer support in ELA class through integrated co-teaching models (with sheltered instruction SIOP methodologies). In 10<sup>th</sup> grade we also pull-out from Design for Life class to provide extra support on ELA classwork outside of the content class as well as social studies and science. This helps us support former ELLs in their content classes without removing them from class and satisfies the 90 minute requirement for our many Emerging 10<sup>th</sup> grade ELLs. In 11<sup>th</sup> grade, students are heterogeneously grouped and support is provided through co-teaching and pull-out. 12 graders receive support in co-taught ELA class as well as intervention during Design for Life class. Commanding students who tested out of services two years ago are supported during their Design for Life class which offers an opportunity for review, test prep and college admissions counseling without taking students from their mainstream classes. Our academic coaching program makes sure that Commanding ELLs have a consistent academic mentor and faculty contact throughout all four years of their studies. This year we are paying special attention to the Native Language Arts Curriculum distributed by the OELL in English Department meetings, working out ways to implement support for students via the Common Core standards and Native Language skill development. AMAO data shows that students who entered the country before their sixth grade year do much better with grade-level requirements because they have a stronger basis in the target language. Students who immigrated after seventh grade therefor are given opportunities for smaller sections and review sections to supplement basic language skills and social studies skills. This year we opened up an integrated Global Studies review section including ELL students in 11<sup>th</sup> and 12<sup>th</sup> grade. Our Spanish for Native Speakers program successfully supports Spanish speakers in their L1 as the teacher is trained in RTI.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Again this year we have a large number of incoming 9th grade ELLs. For this reason, they have been grouped into an ELA class that meets twice the required hours as a normal 9th grade English class, so students receive four ELA credits instead of two. This allows us to provide 540 minutes of service, including pull-out minutes. During the extra instructional time, the ESL teacher works with ELLs on language reinforcement, with differentiation of the core class content for different proficiency levels within the classroom and in a separate location. The class is co-taught with an ELA teacher who is well-versed in ELL methodologies. For students whose IEP mandates a self-contained class, they are scheduled at different times, so the ESL teacher can support the small ELA classes with pull-out and push-in. So far, we have seen good results from this intensive 9<sup>th</sup> grade focus and intervention. AMAO data indicates that students are progressing quickly in written and read English over the past four years. Additionally, formative and summative monthly exams demonstrate students are acquiring Common Core writing structural skills like the TAR earlier on, even with limited English skills. ELL students passing the English Regents early have also increased. Students in this class move quickly from Entering to Commanding by 11<sup>th</sup> grade.

Our stand-alone ELL classes in 10th and 11th grade are effective in transitioning students into higher level Common Core standards with scaffolded support. Initial data on the first Common Core Regents preassessment shows that newly-prioritized writing structures like counter-argument and text-based evidence are improving. However, our reading comprehension scores are static, indicating we need to prioritize reading strategies across the curricula. Our integrated 10<sup>th</sup> and 11<sup>th</sup> English classes are focusing on this challenge by increasing the number of both at-level and above-level texts and ramping up support with small groups and self-leveling home-practice programs such as NEWSELA and NoRedInk.com, as well as mandatory summer reading lists. We realized this year that 11<sup>th</sup> grade needs more focus in the future, so the ELL coordinator has joined the 11<sup>th</sup> grade academic team and begun to plan for structures that add additional support to this important year, including SNLACG Native Language Standards. All teachers are sensitized to the needs of ELLs at the beginning of the year in a professional development workshop and ELL data (including proficiency levels and strategies) is included in student data reports that all teachers are required to review.
12. What new programs or improvements will be considered for the upcoming school year?

Next year we will expand Student Led Conferences to all grades. This conference is an opportunity to students to coordinate and present a snapshot of their learning to a faculty panel and provides added oral modality practice for ELLs. Also, Kinsella's Vocabulary Toolkit program will be expanded to the entire school and delivered through the Design for Life Program. Words learned are captured in student-directed videos and sent out to parents and students via email for practice and repetition. Co-teaching will be expanded for 11<sup>th</sup> grade English classes because we have a larger cohort of ELLs who are rising Juniors. This also increases our integrated model offerings as per CR Part 154.
13. What programs/services for ELLs will be discontinued and why?

One section of Design for Life will be discontinued so that the ELL staff is free to support former ELLs in math and science. Former ELLs now require ENL support for 90 minutes so ELL staff is needed to coordinate support in different content areas. Additionally, an internal needs assessment found that the Mathematics Department was undersupported in ENL strategies and Special Education strategies, so ELL staff will integrate with math classes and join the math department's faculty meetings and department no-teaching days.

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

Our "Office Hours" model has been very successful. Every teacher has two after-school days available from 3-4:00 for small group study and one-on-one review. Students are invited to Office Hours with "Blue Slips" that describe the need for extra support or intervention. Extra credit is given in some classes for attendance. Many ELLs elect to come regularly for extra help outside school. We offer after-school programs in music, dance, cooking and photography. We have partnered with Urban Arts and have successfully placed several ELLs in after school programs that enrich their English through group activities. Right now, opportunities for Chinese and Spanish bilingual programs exist with Urban Arts and we are applying for grants to expand the program offerings to support other languages. Additionally, students may attend Saturday school offerings before SAT exams and Regents examinations. These extra prep classes are taught by NDHS co-teaching staff so they teachers are familiar with ENL methodologies and strategies.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our science department, history department and English department use memrise.com for vocabulary capture and review, lingro.com for translation and rewordify.com for modifying texts. The librarian obtains translated versions of all standard novels. Googledocs is our school-wide system and teacher dashboard is used in conjunction with student work on googledocs. New Visions has created several programs for our internal processes, including the Student Portfolio site, the Design For Life site. New Visions provides support with vocabulary blogs. Urban Arts provides support for video and music projects.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our school's ENL program is supported by the Native Language resources of our Librarian Rena Deutch, who works with students in reading conferences to find appropriately-leveled native language readings. If no resources exist, as was the case last year for a new Korean student, she purchases appropriate materials, such as our new set of 9<sup>th</sup> grade novels in Korean translation: Of Mice and Men, The Absolutely True Diary of Part Time Indian and others. Our science department, history department and English department use memrise.com for vocabulary capture and review, lingro.com for translation and rewordify.com for modifying texts--all of which have bilingual translation capabilities within the programs. The librarian obtains translated versions of all standard novels through the OWL or CATS databases. Googledocs is our school-wide system and teacher dashboard is used in conjunction with student work on googledocs, allowing for easy translation into Spanish, Chinese, French and Russian. Vocabulary blogs give students an option to capture simple definitions through Simple Wikipedia automatically, record them online and share them with classmates. Urban Arts provides support for video and music projects which support L1 reinforcement for Spanish-speaking ELLs. Our school's ENL program is supported by Students with internet connection use MySciLearn, a leveled, self-assessing software program with audio. Students who do not have computer access progress through the English Yes! program and the True Stories curriculum. The Spanish for Native Speakers program supports Spanish speakers in their L1.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We now have Design For Life class for all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders. One section of each is devoted to an ELL cohort, allowing for grade-appropriate support and academic intervention in math, social science and science. We also have small group intervention through the Expanded Success Initiative and Sisterhood foundations. Our school-wide coaching program assigns a caseload of four students to each teacher for one-on-one weekly academic and character-development support. NYU tutors and interns supplement our small staff and reinforce content in small groups.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

New ELLs attend orientation in the spring the year before entry and then again the week before school. Michael Cassiano, dean, Danilo Martinez, assistant principal and Darren Chase, ELL teacher all participate. Newly enrolled ELLs have access to manga versions of class novels, online summaries and native language translations. They are carefully scheduled into advisory periods (AM Forum) so they have a supportive atmosphere which lowers their affective filters, better enabling language acquisition. Whenever possible, coaching is available in their native language (only Spanish is available).

19. What language electives are offered to ELLs?

ELLs can elect to take Spanish. Because they require ELL classes in their schedules, they take foreign language later in their school careers, in eleventh or twelfth grade. Some students who need extra support during school hours in English do not take Spanish courses and receive credit for their native language studies in the home country.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Darren Chase leads professional development for ELL staff at the school and recommends workshops for teachers, both ELL certified and content subject certified. Math and Science teachers attended the STEM/ELL conference and will attend Krashen's Language Acquisition Workshop this year. All teachers receive the full 15% of their CR Part 80 mandated professional development through our weekly after-school workshops which take place Tuesdays, Wednesdays and Thursdays from 3:00-4:00. Every teacher rotates through a quarter-long ELL seminar as well as the payroll secretary and assistant principals. This year we are beginning to turnkey the SNLACG standards in an "ELL and the Common Core" workshop. Additionally, every department has one non-teaching day a month, on a Monday or Friday, during which faculty members meet to align curricula. The ELL staff meets with the English department to align Native Language skills and Common Core Standards as well as SINLA strategies to support the needs of SIFE students. The science department has been very involved with turnkeying new technologies for ELLs they learned at the UFT STEM conference such as google doc translate, google speak and rewordify. All Living Environment classes and Earth Science classes are now translated into Spanish and Chinese.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Darren Chase attends professional development. He attended the CR Part 154 workshop as well as Dr. Kinsella's Academic Toolkit PD and the Literacy Institute sponsored by the ELL Think Tank at NYU. Teachers meet once a week in "learning pods." Every teacher must spend time in an ELL strategies pod. This year we are beginning to turnkey the SNLACG standards in an "ELL and the Common Core" workshop via the resources provided by the OELL in regards to Native Language skills and Common Core standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our sister school, New Design Middle School assists with transitioning from middle school. The school guidance counselor is supported by the Design for Life teacher, a certified in ESL and English, who creates individualized plans for ELLs regarding credit accumulation and scheduling.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Attendance in ELL "learning pods" and outside PD is recorded in google docs. Each internal professional development pod lasts for one quarter, so it is well over the 15% total hours for all teachers. Agendas and attendance are stored on a google drive. The ENL teachers spend their monthly professional development day (a non-teaching gym day) in literacy enrichment and meeting in grade-level teams and content area teams.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Outside of normal Parent Teacher Conferences and our three Orientation Days, we provide an additional meeting with students and their families as a part of our Coaching Program. During this meeting, the student's academic coach (a fully certified faculty teacher) facilitates a discussion of the student's progress and challenges in all classes. The student's digital portfolio is discussed and digital copies of Milestone assessments in each core subject are reviewed. Additionally, progress to graduation and credits earned are discussed, as well as Regents progress and NYSESLAT improvement. Parents receive information about helping their students with translated novels, vocabulary blogs and how to log into online at-home support like MySciLearn. ELL parents are prioritized so that their conferences happen early in the year in order that Home Language Surveys, Parent Program Choice, the Parent Video and other ELL matters can be organized early in the year, as per new CR 154 regulations. Ongoing communication with parents is coordinated through the support department, headed by Jordan Bancroft. Jocelyn Cohen is responsible for arranging interpreted meetings and phone conversations with parents. Darren Chase is responsible for all ongoing entitlement letters, placement letters and Re-identification and Non-entitlement letters if applicable and necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records of Parent Consent, Parent Surveys, Parent Program Notification are kept in the ELL binder and placed in the student's cumulative file. Academic information discussed in the Individual Progress Meetings is available online in a private student portfolio system. Interventions are documented in SESIS when a student has an IEP and all parent contacts, academic, celebratory or behavioral are recorded in Skedula's anecdotal reports and on our internal Attendance Tracker Tool. The ELL coordinator, Darren Chase is responsible for maintaining records of parent meetings, parent communications and parent outreach digitally and with physical copies. All mailings and digital correspondence are handled by Darren Chase, Rosa Bourdon and the parent coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Daniel Cabrera, the parent coordinator who meets with parents during PTA meetings and leads focus groups to get parental recommendations about school improvement. Ninth grade orientation occurs in June, over the summer and the week immediately before the start of school. Coaching conferences supplement parent interaction beyond the normal Parent Teacher Conference dates and PTA meetings, giving parents more scheduling flexibility. Every teacher must communicate by phone to students on the "hot list" an attendance and academic intervention email system that distributes names and numbers to teachers for easier outreach. The individual content teachers use GoogleDrive's GoogleDoc Translator to send progress reports with anecdotal comments. All report card and progress reports are translated from the STARS system and teachers of ELLs are supported in learning how to translate their comments using online programs before pasting them into the reports.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Community of Unity, Urban Arts, Working Playground, which provides a bilingual (Spanish) storytelling workshop option that is targeted to an integrated cohort of ELLs and non-ELLs. Dual Language Arts hosts a weekly Saturday Adult ENL Class for parents who wish to improve their English. Parents are informed about resources through emails and telephone calls in their preferred language of communication.
5. How do you evaluate the needs of the parents? Social worker Danny Cabrera hosts a monthly PTA meeting and develops relationships with parent involvement over time. The parent liaison, Karen Dumay represents the needs of parents at PTA meetings. The school uses both the DOE Parent Survey data and internal surveys created by content teachers to gauge needs of parents. The surveys are available in 13 languages.
6. How do your parental involvement activities address the needs of the parents? Parents requested more flexible meeting times so Individual Progress Meetings are held any time of week, at the parents' request.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Scott Conti	Principal		10/26/15
Danilo Martinez	Assistant Principal		10/26/15
Daniel Cabrera	Parent Coordinator		11/18/15
Darren Chase	ENL/Bilingual Teacher		10/26/15
Karen Dumay	Parent		10/26/15
Erica Levy, Design for Life	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		1/1/01
Jody Polleck	Coach		10/26/15
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **02M543** School Name: **New Design High School**  
Superintendent: **Donald Conyers**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We used initial home language forms and parent surveys, ATS Report of Preferred Language, the AMAO tool, Blue Cards, student surveys and classroom/advisory teacher input to determine the parents' preferred language of communication. Our academic coaching program creates a faculty point person for each student who is responsible for getting to know that student's family. Our internal parent outreach software (Skedula and ALMA) makes sure parents are contacted and corresponded with in their preferred languages, even if it is contrary to their original surveys or ATS reports. It also allows us to update changes. The LPT team met to review our procedures.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Most parents prefer written communications in Spanish and simplified Chinese. Two of our new ninth graders' parents initially preferred to read Haitian Creole, but now prefer French. One eleventh grader's parent speaks Ukrainian but reads Russian. A Ukrainian translator is used for verbal IEP meetings, but written communication is in Russian. More than five low-incidence West African languages are represented in our student body, but English and French are used for verbal and written communication.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Home language survey, language access survey, ELL program brochure and parent selection form, entitlement letter and update letter. Emails include the OELL-produced video link. Student information requests, opt-out military recruitment form, free condom program opt-out form, summer reading lists and individual teacher letters are translated into Spanish.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Incoming ninth graders meet with the administration during the Spring semester before their initial entry and also have a chance for summer orientation. Additionally, there is one more chance to meet parents during the orientation period the week before school when teachers are present for professional development. During that time the ELL teacher meets with parents to confirm program choices and explain bilingual options. This year we have begun Individual Student Conferences for every student in the school, giving another opportunity for parent involvement. ELL students have early priority to schedule their conferences so that we can meet with parents before the initial 10-day deadline and then again before the 45-day deadline for changes. Daniel Cabrera, the Social Work Coordinator meets regularly with the PTA and we have a new parent liaison, Karen Dumay.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Spanish language translation is done in house by bilingual paraprofessionals, Spanish teacher and ELL teacher. OELL online documents are helpful for translated versions. Chinese translation of non-standard forms is done in house by the bilingual paraprofessional. The Translation and Interpretation Unit has helped with low-incidence languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Russian/Ukrainian, French, Creole interpretation takes place over the phone, using the Translation and Interpretation Unit. IEP meetings with Chinese parents are interpreted through our Chinese bilingual paraprofessional, who is fluent in Mandarin, Cantonese. IEP meetings for parents who only speak Fugeon are done over the phone via the Translation and Interpretation Unit. Evaluations for individual educational plans are handled by the special education support team, who employ outside bilingual contractors.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Darren Chase is responsible for professional development on ELL issues. He leads a quarter-long PD pod on ELLs and disseminates information about Language ID and Language Palm Card. Joanne Cohen is responsible for organizing Translation and Interpretation meetings for special education students.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The poster, parents Bill of Rights and Language Access Parents' Guide are all accessible to parents during parent teacher conferences and student orientations. We have created a standard email that reflects the new ELL regulations in CR Part 154 and are creating new systems and programs such as orientation, Student Led Conferences and PTA meetings to more effectively reach all parents.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We make sure both the Department of Education survey and our internal questionnaire are responded to by sending emails through our automated computer systems (Skedula and Jupitergrades) and phone system. We also send information home with students whenever possible through our AM Forum advisory program. Our coaching program is creating bridges between the school and parents because a faculty pointperson is responsible for relaying communications from content teachers, streamlining communication. The PTA program is growing every year, headed by Daniel Cabrera, our bilingual (Spanish) social worker.