

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **NEW DORP HIGH SCHOOL**

Principal: **DEIRDRE DEANGELIS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: New Dorp High School School Number (DBN): 31R440
Grades Served: 9-12
School Address: 465 New Dorp High School, Staten Island, New York, 10306
Phone Number: 718-667-8686 Fax: 718-987-4889
School Contact Person: Deirdre A. DeAngelis Email Address: ddeange@schools.nyc.gov
Principal: Deirdre A. DeAngelis
UFT Chapter Leader: Shawn Ramos
Parents' Association President: Michele McComb
SLT Chairperson: Ellen McGinn
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jackie Steiner
Student Representative(s): Ninarose Salerno
Hannah Gregory

District Information

District: 31/Affinity Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, 5th Floor Brooklyn, New York 11201
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-923-5124 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity/New Visions Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Room 606, Brooklyn, NY 11201

AAnorma@schools.nyc.gov

Director's Email Address:

718-935-5618

718-935-5941

Phone Number:

Fax:

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)
Deirdre A. DeAngelis	*Principal or Designee	
Shawn Ramos	*UFT Chapter Leader or Designee	
Michele McComb	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Jackie Steiner	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ninarose Salerno	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Hannah Gregory	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Maria Torres	UFT/ Teacher	
Pam Katzman	UFT/ Guidance Counselor	
Anthony Antinoro	CSA/Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ellen McGinn	CSA/Assistant Principal	
Susan Sivio-Kenny	Parent	
Julie Larsen	Parent	
Barbara O'Hara	Parent	
Lillian Cipoletti	Parent	
	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 Dorp High School is a comprehensive academic high school with a rich history of serving the Staten Island community for over 75 years. Located on the eastern shoreline of Staten Island, the school is comprised of students from many socioeconomic backgrounds. Students travel from as far as Bronx and as close as around the corner to share in the experience of being a New Dorp Central Cougar. Tolerance, mutual respect and understanding are the cornerstones of the New Dorp community as students celebrate the richness of the school’s ethnic diversity on a daily basis.

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

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

<p>Corporate Center for Software Engineering & Virtual Enterprise</p>	<p>Program is designed to prepare students with the skills needed for success in college and the workplace. Students in the Corporate Center will have the opportunity to study within two course sequences – the Virtual Enterprise Program and/or the Software Engineering Program. Students have the opportunity to take four college business courses through our partnership with the College of Staten Island beginning in the Fall of their Junior year.</p>
<p>Future Teachers Academy</p>	<p>A high school teacher preparatory program which includes courses in child development, psychology, children's literature, teaching methodology, as well as a college credited education course. A student teaching component is required.</p>
<p>The Law Institute & AFJROTC Program</p>	<p>Sponsored by the Gilder Lehrman Institute of American History, the program focuses on electives in law and history and includes competitive Moot Court and Mock Trial teams, as well as extensive use of the school’s courtroom. Students visit courts and historic sites, interact regularly with guest speakers in the law field, and work directly with lawyers and politicians. The AFJROTC Program focuses on Air Force core values such as community service, physical fitness, and knowledge of space exploration, aerospace, and the science of flight. It also includes opportunities for flight training and certification, rocketry, and drone piloting.</p>

The Math & Science Institute	The Institute is a competitive program that prepares students for college majors that lead to careers as physicians, dentists, pharmacists and biochemical engineers. College level courses, internships and SAT/ACT preparation are required.
Academy of Communication & Media Arts	Utilizing hands-on experiences, students will explore all facets of media arts, including TV, film, the Internet, radio and print media. The emphasis is on exposing students to career and post-secondary opportunities in this field.
Academy of Fine and Dramatic Arts	Program dedicated to nurturing artistically talented students, while providing comprehensive Regents level instruction. Affords students the opportunity to pursue and develop their artistic interests, through coursework, showcases and performances.
The Institute of Forensic Science & Criminology	Program focuses on real-world applications of Forensic Science, and incorporates this theme into all subject areas. Students will be exposed to Criminalistics through field trips, guest speakers, hands-on learning and discovery-based coursework.
Institute of Health Sciences	The Institute of Health Sciences is an academically rigorous program that will prepare students for college as well as careers in the health care profession. Some of the potential careers may include physicians, nurses, athletic trainers, physical and occupational therapists, medical technologists and medical assistants. Students who choose the Culinary Program will participate in electives that will prepare them for Culinary competitions, as well as careers in the Culinary Arts.

The special qualities of these Smaller Learning Communities include:

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

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

We are extremely proud of the consistent improvement in our student data. We have seen a steady increase in our graduation data each year, yielding over a 23% increase in the graduation rate data since June of 2005. We have set a goal for the class of 2015 to achieve at least an 80% graduation rate by August 2015. In addition, as indicated on our

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

As a school community, we believe that the secret to our success is two-fold, a structural and instructional focus. First, the personalized settings of our Smaller Learning Communities allows students to learn in an environment that offers a course of study that is of interest to them, provides the student with the same guidance counselor for the four years of high school and allows the dedicated staff to really get to know everything about their students.....nobody slips through the cracks. Secondly, teachers meet daily to discuss student work, student data and student outcomes during our much focused inquiry work. The findings of our inquiry work inform our curriculum development, professional development and instructional practices. Our collaborative teacher teams work together to develop strategies, interventions and practices that not only meet the skill needs of the students but is also rigorous, fun and relevant. One of our strongest practices is our interdisciplinary writing program (The Judith Hochman Writing Program). Students develop strong writing skills in all content classrooms during their first two years at New Dorp. By the time they are high school juniors, they are ready to begin college level writing work. We are confident that this contributes to the fact that we are graduating students that are college and career ready.

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

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

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

31R440 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	2808	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	52	# SETSS	12	# Integrated Collaborative Teaching
				196
Types and Number of Special Classes (2014-15)				
# Visual Arts	46	# Music	32	# Drama
				9
# Foreign Language	123	# Dance	6	# CTE
				69
School Composition (2013-14)				
% Title I Population	47.7%	% Attendance Rate	88.4%	
% Free Lunch	48.5%	% Reduced Lunch	9.4%	
% Limited English Proficient	4.8%	% Students with Disabilities	20.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American	11.9%	
% Hispanic or Latino	27.6%	% Asian or Native Hawaiian/Pacific Islander	7.4%	
% White	50.8%	% Multi-Racial	0.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	15.4	# of Assistant Principals (2014-15)	11	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	15	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.3%	% Teaching Out of Certification (2013-14)	13.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	6.95	
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	65.3%	Mathematics Performance at levels 3 & 4	60.3%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.0%	% of 2nd year students who earned 10+ credits	75.1%	
% of 3rd year students who earned 10+ credits	75.2%	4 Year Graduation Rate	77.5%	
6 Year Graduation Rate	80.2%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	NO	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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	NO	Multi-Racial	N/A	
Students with Disabilities	NO	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	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	NO			

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.

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

The recent New Dorp High School Quality Review Report revealed the following:

Instructional Core:

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards: Well Developed

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products: (Area of Focus) Proficient

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels: Well Developed

School Culture:

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations: Well Developed

Systems for Improvement:

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning: (Area of Celebration) Well Developed

For the Quality Review component 1.2, "Area of Focus", the findings and impact were as follows:

Findings:

"Teachers provide multiple entry points, but do not always provide high quality supports and extensions, for learners to access the curricula and produce work that reflects higher-order skills."

Impact:

"Students are engaged in challenging tasks and demonstrate high levels of thinking and participation although not all demonstrate high levels of ownership of their learning."

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

Part 2 – Annual Goal

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 August of 2016, the graduation rate shall increase by 1.5% for the class of 2016 (to bring us over 80%), a 1.5% increase in the attendance data (to bring us over 90% and a 2% increase in the “college ready” metric of the School Quality Report.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> •Continue the implementation of the Judith Hochman writing strategies across the curriculum to support the development of 	<p>2016 & 2017</p> <p>Cohorts, specifically our at-risk students, SWD’s,</p>	<p>Sept 2015- June 2016.</p>	<p>Initially the SLC guidance counselor will review the data. They will then discuss it with the SLC leadership team who will be</p>

<p>skills in reading, writing, thinking and speaking.</p> <ul style="list-style-type: none"> •Provide new staff members with professional development in the following areas throughout the year: Judith Hochman writing program, use of Skedula, use of technology, differentiated instruction, planning and preparation of instruction, analysis of student data and other workshops that are needed after reviewing instructional data gathered by the Advance system. •Program students for a support class for the Fall 2015 semester and as needed for the Spring 2016 semester for the purpose of Regents preparation in order to meet graduation requirements. •Continue to implement the New Dorp High School Achieve Now after-school and Saturday Regents tutoring classes. •Referral to Alternative Credit Accumulation Programs: On-line course work through iLearn programs, Achieve Now PM and Saturday programs, Regents week credit recovery and summer school courses. •Provide all AP's and guidance staff with accurate and current data <p>re: exam participation/completion utilizing Skedula and the new</p> <p>New Visions Data Sorter programs.</p> <ul style="list-style-type: none"> •Provide staff with attendance data (full school, SLC, student level) •Provide incentives to students based on achievement/improvement of attendance and academic progress. •Provide staff with incentives for great attendance so that there is consistency of instruction in the classroom. •Discuss strategies/interventions at Pupil Personnel Service, cabinet and SLC meetings in order to implement and adhere to the 	<p>ELL's and lowest third who are not on track for</p> <p>Graduation based on data found in the New Visions data tracker and Compass/Skedula data system.</p>	<p>responsible for sharing it with SLC staff at a Wednesday common time "kid talk" session. Additional monitoring of student progress will take place during extended day PD on Monday's, but in a proactive approach to meeting the needs of all students.</p>
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<p>new Standards of Promotion/in Doubt procedures.</p> <ul style="list-style-type: none"> •Provide staff development to all staff with information regarding Regents and Advanced Regents and diploma requirements. 			
<ul style="list-style-type: none"> •Provide appropriate/targeted AIS (reduced class size, “zero” period support class, Saturday school, p.m. tutoring, parental outreach) to assist students in meeting graduation requirements and pass Regents with concentration on the following populations who struggle to meet AMO, for example, black and Hispanic males, Students with Disabilities, ELL and low income students (revealed in our inquiry work.) •Promote credit accumulation through independent study, summer, evening school, Saturday & PM schools. In addition, provide PM school and Saturday school to remediate and improve a student’s academic skills. We will implement a high priority process for the counseling of potential LTA’s, drop outs and high at risk students on a regular basis. •Spiral Regents prep into coursework and provide additional Regents support for targeted students by analyzing student work and previously failed Regents exam. On line programs such as Achieve 3000, Kaplan, teacher made pen casts, as well as Aventa, Compass and Apex, will be utilized in a “blended model” to support student needs. •Review IEP’s in order to provide the appropriate level of support so that students can be successful. •Provide professional development to staff and monitor the administration of mandated testing modifications for classroom and Regents exams for both SWD and ENL students 	<p>2016 & 2017</p> <p>Cohorts, specifically our at-risk students, SWD’s, ELL’s and lowest third who are not on track for graduation or in need of additional support as found in the review of student data.</p>	<p>Sept 2015- June 2016</p>	<p>Initially the SLC guidance counselor will review the data. They will then discuss it with the SLC leadership team who will be responsible for sharing it with SLC staff at a Wednesday common time “kid talk” session. Additional monitoring of student progress will take place during extended day PD on Monday’s, but in a proactive approach to meeting the needs of all students.</p>
<ul style="list-style-type: none"> •Utilizing parent workshops, mailings, notices, emails and 	<p>The parents</p>	<p>Sept 2015-</p>	<p>APPPS, AP</p>

<p>individual SLC parent meetings we will provide students and parents with information beginning in the 9th grade pertaining to Regents diploma requirements. Progress towards grade level graduation requirements will be monitored and shared with students and parents via Pupil Path, Open School meetings, progress reports and individual parent conferences. We will provide agency and supportive services referrals on a needs basis.</p> <ul style="list-style-type: none"> •Introduce parents to the new App for both Pupil Path and the <p>New Dorp High School website as well as Naviance, our on-line college/career resource.</p> <ul style="list-style-type: none"> •Provide technology supports to parents so that they understand how to navigate the systems mentioned above to remain informed as to their child’s progress. 	<p>of our at-risk students, those who fail one or more classes and those that need to meet Regents requirements for graduation.</p>	<p>June 2016</p>	<p>Instructional Support, guidance staff, Parent Coordinator, COSA and SLC staff.</p>
<ul style="list-style-type: none"> •Improve communication between parents and teachers, teacher and Assistant Principals and guidance staff utilizing Skedula/Pupil Path, our on-line grade book. Guidance Counselors will continue to encourage and track students who can attain a diploma with Regents and Advanced Regents endorsement. •On-going communication of student progress based on teacher evaluation reports sent home prior to the end of each marking period and marking period grades with teacher comments. •Conduct evening counseling sessions with students and parents. 	<p>All staff, students and parents, with a special focus on those at-risk of not meeting graduation requirements.</p>	<p>Sept 2015- June 2016</p>	<p>All staff</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>We will utilize the budgetary resources checked below in order to fund programming adjustments needed for common planning time and extended day professional development, engagement in Network level and other outside PD workshops, and inter-visitations to other model and Showcase schools. In order to meet the busy schedules of working parents, we will provide compensation for parent meetings to be held before and after school, in the</p>

evenings and on the weekends. In addition, the anticipated Achieve Now grant and monies from Title III, will be used to provide students with the opportunity to attend PM, Saturday and Regents tutoring classes.

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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

The summative monitoring of this goal will take place in January, June and August 2016. More formative monitoring will take place on an ongoing basis through “SLC kid talk” every Wednesday during SLC common time, by reviewing Skedula data and by reviewing report cards 6 times a year (to be determined). By the end of January, the data should reveal at least a 78%-80% “on-track for graduation” data based on Fall term report cards. Our school attendance should be 90% or better, year to date.

Part 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 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.

The following data from the 2014-15 NYC School Survey indicates the satisfaction level of parents, teachers and students at New Dorp High School in each of the following categories:

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

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

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

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

Part 2 – Annual Goal

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 June 2016, the NYC School survey will indicate that at least 80% of the students at New Dorp High School are satisfied with the Instructional Core and School Culture. Specifically, there will be at least a 10% increase in the student responses in the positive direction to the three statements listed above.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> •Continue to utilize teacher common planning time to address the concerns of students, in particular, the fact that students are not excited about learning. Lesson planning and SLC planned activities will be created to address this area of weakness. •Schedule SLC “Mixers” that will increase opportunities for staff and students to engage on a more personal level. •Create a council made up of representatives from each grade level and SLC to inform/discuss ways in which the student body would suggest to make instruction more exciting. •Schedule 4 assemblies, two for the Fall semester and two for the Spring semester. Two would be planned in-house involving staff and students and two would be conducted by a vendor/consultant, Mr. John Halligan and Dr. Mikey. •Plan interdisciplinary projects within the SLC’s that incorporate Common Core Standards and the career/theme focus of the SLC. 	<p>All students and specifically those identified by SLC staff that are at- risk.</p>	<p>Start Date: Sept 2015 End Date: May 2016</p>	<p>Administrative cabinet, student leaders, teacher leaders, parent coordinator.</p>
<ul style="list-style-type: none"> •Provide specific workshops or counseling sessions for students with IEP’s that indicate social or emotional deficits. •Utilize SLC common time for “kid talk”. Counselors will facilitate discussions regarding student behavior and academic progress in order to develop support plans that incorporate IEP mandates/goals and SLC expectations. 	<p>All students and specifically those identified by SLC staff that are at- risk.</p>	<p>Start Date: Sept 2015 End Date: May 2016</p>	<p>Administrative cabinet, student leaders, teacher leaders, parent coordinator.</p>

<ul style="list-style-type: none"> Utilizing Pupil Path, School Messenger, Remind 101 and the New Dorp web page, parents will be informed of scheduled events, time schedule and expectations. The message will also include tips on how parents can support the school goal of a respectful environment. Utilizing the SLT as a core body, representative of all constituencies, this team will analyze school data listed in the "Progress Monitoring" portion below and develop plans of intervention to meet the needs of the negative data. 	Parents	Start Date: Sept 2015 End Date: May 2016	Administrative cabinet, student leaders, teacher leaders, parent coordinator.
<ul style="list-style-type: none"> Utilizing the members of the Principals Student Advisory Panel that meets once a week, a bi-weekly agenda item will include planning activities/SLC events that improve school tone and atmosphere and foster respect among all. 	Student leaders and at-risk students	Start Date: Sept 2015 End Date: May 2016	Administrative cabinet, student leaders, teacher leaders, parent 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.											
We will schedule at least 4 assemblies per year, two utilizing staff and students from within the school and two hired consultants, Mr. John Halligan and Dr. Mikey, therefore funds will be required for the consultants and per session for the staff that will plan the in house assemblies. We will also adjust the daily time schedule so that the assemblies are 2-3 periods in length.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
We will monitor the progress of this goal utilizing the results of the 2015-2016 NYC School Survey results, the OORS data, suspension data, incident data and internal survey data collected from the SLC student councils. We will also monitor teacher evaluation results in competency 2A, 2D and 3C (Advance). Each piece of data will be measured against the same data as compared to one year prior. The mid-year benchmark should indicate that there is at least a 10% improvement in each piece of data.
Part 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.

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

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

The results of the recent Quality review cited that "teacher collaboration was an area of celebration at New Dorp High School, rating 4.2 as "Well-Developed". It was further stated: "All teachers participate in structured collaboration that strengthen instructional practices and promotes the integration of the Common Core Learning Standards. Teacher teams analyze instructional practices, student work and data across 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–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 of 2016, 100% of the curriculum in all core content areas for the 9th-11th grade courses will have lessons aligned to the Judith Hochman writing program as well as be fully aligned to the Common Core Standards in the form of bond workbooks, unit packets and full curriculum documents. (The content based writing activities in each content class will focus on skill deficits but support the delivery of the content curriculum). The goal will be to bridge the skill gap from the present level of the student to the demands of the CCSS. The 12th grade curriculum for English and Social Studies will contain the new college level research component of the writing program and all classrooms throughout the building will support the school-wide SAT vocabulary initiative. Writing portfolio’s will be reviewed

utilizing our school writing rubric to reveal a movement of at least one level on the rubric by the end of January and a second level by June.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>•Continue to design strategies and activities for all content areas</p> <p>that support the development of strong writing skills utilizing the scaffolded approach created by Judith Hochman. These writing strategies will be applied starting at the sentence level, leading up to the research paper in all content areas, grades 9 through 12.</p> <p>•Continue to utilize teacher teams to develop the activities that incorporate the development of writing skills infused in the content work.</p> <p>•Continue to design Common Core tasks that build upon the strategies and skills addressed by the Hochman program but lead to higher expectations and more rigorous instruction.</p> <p>•Utilize activities as assessments that will evaluate skill development as well as the content knowledge of the course</p>	<p>Students in all academic and elective courses</p>	<p>Start Date: Sept 2015</p> <p>End Date: June 2016</p>	<p>Collaborative teams within content areas. The work will be supervised by the content area assistant principal.</p>
<p>•Continue to utilize the inquiry process to measure the skill development of ELL and SWD students.</p>	<p>All ENL, SWD and at-risk students</p>	<p>Start Date: Sept 2015</p>	<p>Collaborative teams within content areas with guidance from the ENL and Special Education teachers. The work will</p>

<ul style="list-style-type: none"> Develop more scaffolded activities for struggling students such as prompts, sentence stems and outlines that can be modeled for these students. 		End Date: June 2016	be supervised by the content area assistant principal.
<ul style="list-style-type: none"> Provide professional development to parents regarding the practices/strategies of the writing program and the sequencing of the skill development. Present sample student portfolio work so that parent can observe student progress and the skills developed. Invite parents to the individual student conferences that take place on Tuesday afternoons 	Parents	Start Date: Sept 2015 End Date: June 2016	Administration and lead teachers to present and classroom teachers to review individual student work with parents.
<ul style="list-style-type: none"> Continue to utilize these writing strategies to work towards a shared goal of improving student outcomes and preparing students for college and career. 	Students in all academic and elective courses	Start Date: Sept 2015 End Date: June 2016	Entire New Dorp High School Community.

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.											
As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September, 2015-June, 2016 as indicated below:											
<ul style="list-style-type: none"> Instructional/Professional Development Strategies/Activities: Title I SWP, Title III LEP, Citywide Instructional Expectations, TL FSF, TL Summer, Data Specialist, Office of Smaller Learning Communities Grant. Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%, Parental Involvement: Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services, TL FSF 											
Part 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	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
The monitoring of this goal will be on-going with the review of materials for the new semester by January 30th, 2016.
Judith Hochman will also review all activities/curriculum first hand and provide feedback. She will schedule meetings to meet with content team leaders to discuss the progress of materials and PD twice a semester. The progress of this goal will be evaluated according to the timeline dates listed above in the action plan. It is expected that 50% of this work will be completed by February 1, 2016 and the remainder by June 10 th , 2016.

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.

Evidence has shown that all areas of student data have improved over the last six years but there is still a need to focus on skill development in the classroom. With a focus on teacher performance and classroom instruction, we can further close the gaps on student achievement and prepare students for the rigor of the common core and the challenges of post-secondary education. Reviewing the ADVANCE data from the 2014-2015 school year, we have discovered deficits in the areas 1e Designing Coherent Instruction, 3B Using Questioning and Discussion Techniques, 3C Engaging Students in Learning and 3D Using Assessments in Instruction. Uniform or common assessments are being utilized, created and analyzed in an effective manner, but the day to day formative assessment use is not at the level that it should be. The weaknesses discovered in 1e have a strong effect on the other three competencies.

The recent Quality Review findings were as follows:

"Findings: Teachers provide multiple entry points, but do not always provide high quality supports and extensions for learners to access the curricular and produce work that reflects higher-ordered skills.

Impact: Students are engaged in challenging tasks and demonstrate high levels of thinking and participation although not all demonstrate high levels of ownership of their learning."

In terms of the Capacity Framework, all six elements must be kept in mind for this goal to succeed, especially the 6th competency of trust. As a school community, we have made much progress, but the need is there to continue the difficult work of meeting the needs of all students and graduating more than 80% of a cohort.

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 May 2016, the administrative staff of New Dorp High School will have conducted 100% of the required and more frequent cycles of observations. Feedback will be given in a timely, specific, evidence-based feedback manner, so that teachers can act on the suggestions/critiques to increase the rigor and effectiveness of their instruction. We will utilize this goal to strengthen teacher practice by utilizing the eight mandated competencies of the Charlotte Danielson Framework for Teaching to articulate clear expectations for teachers’ practice and serve as the focus for teacher development. It is expected that by June, 90% of the staff will receive improved evaluations, utilizing the Danielson Framework in 1e, 3b, 3c, 3d. The six elements of The Capacity Framework will serve as the basis for the instructional conversations.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> •Build a school culture whereas administrators and teachers, together, use the competencies of Charlotte Danielson’s Framework as a formative tool designed to strengthen practice through frequent observation, followed by formative feedback and professional development focused on improved student learning. •Provide professional development to the staff in terms of the competencies of the framework, in particular, reviewing each of the competencies in order to better understand what is necessary for each of the effective and highly effective rubric grades for each competency. This year’s focus, based on last year’s data will be 1e, 3b, 3c, 3d. •Conduct norming sessions at cabinet meetings •Provide professional development and support from the assigned support coach and New Visions LDF •Provide feedback to teachers within two days of observation •Provide teachers with a lesson planning template that was created by the NDHS cabinet and lead teachers in each of the content areas •Conduct observations in pairs where appropriate, such as Special Education AP with Content Area AP or SLC AP with Content Area AP and provide clear feedback to teachers in a timely manner. 	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2014-15 school year.</p>	<p>Sept 2015- June 2016</p>	<p>Administrative cabinet, model teachers, lead teachers and Showcase School fellows.</p>

<ul style="list-style-type: none"> •Utilize an excel spreadsheet, indicating date, length of observation, rating and date of feedback to monitor progress of this goal and to meet the DOE mandates outlined in the Advance system. •Provide teaching staff with professional development and time for collaboration during weekly content area common planning time and Monday and Tuesday extended days. •Utilize a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth. •Utilize teacher feedback sessions to provide actionable feedback, allow teachers to reflect on and shift daily practice, as well as to discuss the planning and implementation of Common Core-aligned units. •Provide time for teachers to participate in teacher teams, engaging in inquiry to analyze student work to adjust teaching practice and instructional planning; •Provide time or funding for staff to plan Common Core-aligned units to gain familiarity with key instructional practices; •Review the scope and sequence of each content area as listed on the NY Engage website and plan for the anticipated implementation of the Common Core Standards and the elimination of the Regents Exams. 			
<ul style="list-style-type: none"> •Provide professional development to teaching staff and support staff in terms of providing varied entry points for at-risk, SWD and ENL students. •Model strategies and methods that can be utilized in the classroom to meet the needs of these special populations. •Provide time for ICT pairs to collaborate and plan effective classroom instruction that meets the needs of the special populations. 	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2014-15 school year.</p>	<p>Sept 2015- June 2016</p>	<p>Administrative cabinet, model teachers, lead teachers and Showcase School fellows.</p>
<ul style="list-style-type: none"> •Provide parents professional development, (both at a PTA meeting and by letter), in terms of the teacher evaluation system, the Danielson framework and the expectations of the Common Core Standards. 	<p>All Parents</p>	<p>Sept 2015- June 2016</p>	<p>Principal and volunteer Assistant Principals</p>

<p>•Conduct an initial and summative conversation with each teacher to determine their chosen Advance option as well as to decide upon the goals that they will focus on for the year. Monday extended day professional development, Tuesday extended day professional development and daily common planning time meetings will be utilized to provide targeted support to all teachers.</p>	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2014-15 school year.</p>	<p>Sept 2015 and June 2016</p>	<p>Administrative cabinet, model teachers, lead teachers and Showcase School fellows.</p>
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Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from September, 2015-June, 2016 as indicated below:</p> <p>•Professional Development Strategies/Activities: Title I SWP, Title I SWP Professional Development 10%, TL FSF, Data Specialist, Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>Start and end dates are outlined above. Mid-year conference/checkpoints will be held during Regents week when staff are not proctoring or grading. By midyear, the data should reveal that 90% of the staff has received improved evaluation ratings in two out of the 3 competencies listed above in the goal. On-going monitoring of teacher progress will take place during one-to-one meetings with the content area assistant principals.</p>
<p>Part 5b. In February 2016, 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.

Data has revealed that our parent participation has increased with nearly 65% of our parents enrolled in Pupil Path (up from 42%), sold out performances to both the Black Box theater and SING presentation, increased number of parent at Open School Parent-Teacher Conferences (5.6% increase from October 2013 to 2014), 63% of invited parents attended SLC underclassman award ceremonies on the May parent engagement evening and attendance at PTA meetings, (up by 4% from last school year). This is still an area of concern, so we have increased our efforts to engage parents by utilizing the steps outlined in the action plan below.

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

The recent Quality Review stated the following after an interview with a parent panel, "Parents believe the work their children are doing is rigorous and is preparing them for college. One parent explained that her older son who graduated from this school is finding that he is well prepared to be successful with the work he is doing in college. Another parent said that she feels the school is clearly focused on preparing the students for college and added, "It used to be that you decided if you were going to go to college or not, now there isn't a choice."

Clearly our message is getting out to the parents, now we just need to increase and improve the collaborative partnership between school and home.

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

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Introduce the 24 hour call back or write back policy whereas all staff members must respond to a parent in less than 24 hours. • Provide time for staff member to update the on-line grade book for each student in terms of attendance, test grades, class work and anecdotal and responses to parent emails 	<p>All teaching staff, support staff and guidance staff</p>	<p>Sept 2015- June 2016</p>	<p>Administrative cabinet and entire school staff (teaching and support staff)</p>
<ul style="list-style-type: none"> • Provide translated copies of all notices and communication for those families that speak a language other than English • Schedule IEP Annual Review and Triennial conferences at a time that is convenient for parents, so that they can play a larger role in the planning of the appropriate supports for improved student outcomes. • Provide incentives for parents of at-risk/high needs students to get involved in their child’s educational program. • Provide parents with academic progress information on a regular basis • Schedule guidance conferences with students and parents who are not meeting promotional requirements. • Advertise all school events, including performances, sporting events and all SLC events • Invite parents to serve as chaperones on SLC, class and grade level trips 	<p>All teaching staff, support staff and guidance staff</p>	<p>Sept 2015- June 2016</p>	<p>Administration, guidance staff, IEP coordinator, COSA and web site coordinator</p>

<ul style="list-style-type: none"> •Provide directions and instruction (by letter, by video posted on web site and on an individual basis) as to the means of communication between home and school, for example, use of Pupil Path and its App, use of the newly released New Dorp webpage and its App, our text messaging system, Remind 101, Facebook page, Twitter account, Instagram account and School messenger. •Continue to advertise school events on all forms of communication listed above •Invite parents to Showcase School events •Provide students with incentives if their parents attend certain SLC and school events •Work collaboratively with the PTA and parent members of the SLT to plan effective ways to increase and improve parent engagement •Utilize Tuesday afternoons and the DOE parent engagement evenings and afternoons to provide parents an opportunity to become better acquainted with school practices and their child’s performance. 	Parents	Sept 2015- June 2016	Administration, COSA and web site coordinator
<ul style="list-style-type: none"> •Continue to foster a school atmosphere that fosters cooperation, collaboration and respect between parents, staff and students by implementing all that is discussed throughout this Comprehensive Education Plan 	Entire school community	Sept 2015- June 2016	Administration, teacher leadership, parent leadership and student leadership

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>The resources needed are as follows: common planning time for teachers to update their on-line grade book, answer parent emails and respond to parent calls, translation services, postal budget, per session for evening events (by SLC), budget for food for evening events and other various supplies for mailings.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st 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.

Data will be collected throughout the year in terms of the number of parents attending school events and conferences .An excel spreadsheet will be created to monitor the numbers and the progress in achieving this goal. A mid-year check will take place during the last week of January with the appropriate staff members and parent leaders. It is expected that we will see a 10% increase in overall participation of parent activities throughout the year. Adjustments to this goal will be made at that time.

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

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Utilizing the New Visions data sorter, we will determine those students who did not pass the ELA Regents and provide individually prescribed supports to the students who need to re-take the Regents. In addition, we will focus on a proactive approach that will identify students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the ELA Regents in June 2016</p>	<p>Ninth grade students entering with a Reading Score of Level 1 or Level 2 or in the bottom third of the school, have been identified by administration, guidance and teaching staff. They have been provided their content instruction utilizing a prescribed literacy program that has been designed as an interdisciplinary approach to incorporating reading and writing skills across the classrooms. Language, skill building activities and expectations are consistent throughout classrooms in regard to the improvement of the writing skills of all students. Review of student work and use of uniform</p>	<p>Small group, one on one tutoring</p>	<p>After-School, during lunch periods and on Saturday's</p>

		<p>assessments allow teachers to</p> <p>determine the specific needs of students and design differentiated instruction to meet the needs. Formative</p> <p>assessments are utilized on a more frequent basis. We focus on sentence level skills and school- wide vocabulary work so that we can</p> <p>address the deficits found in the inquiry work performed. Assessments are administered 6 times a year to monitor progress and</p> <p>supports are provided to meet the needs of each student based</p> <p>on the analysis of their assessment results. There are also reduced class sizes for 11th and</p> <p>12th grade students who have not yet achieved a 75% on</p> <p>the ELA Regents. The outcome of our inquiry process has led the school to</p> <p>focus on the areas of individual deficits based on an item analysis of periodic assessments, mock Regents and actual</p>		
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		<p>failed Regents. In addition, we are providing lunchtime, Tuesday afternoon and Saturday tutoring and on-line differentiated instruction through the use of Achieve 3000, Learning Village, Aventa, Apex, Compass, and other on-line resources.</p>		
<p>Mathematics</p>	<p>Utilizing the New Visions data sorter, we will determine those students who did not pass the Algebra Regents in order to provide support to the students who need to retake the Regents.</p> <p>In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the Common Core Algebra Regents in June 2016</p>	<p>All ninth grade students entering with a Mathematics Score of Level 1 or Level 2 or in the bottom third of the school have been identified by administration, guidance and staff. They are being provided a prescribed mathematics program that has been designed as to incorporating reading and writing skills in the mathematics classroom as well as focus on the basic skills required for success on the Common Core Algebra Regents. Teachers are utilizing strategies designed around the use of graphic organizers, use of assistive technology, spiraling of lessons in the areas of factoring, fractional equations</p>	<p>Small group, one on one, PM tutoring and Saturday Tutoring and double period classes for self-contained special education students in Common Core Algebra classes</p>	<p>After-School, during lunch periods and on Saturday's</p>

		<p>and verbal equations which have been found to be the largest area of weakness after an intense inquiry process. Language, skill building activities and expectations are consistent across classrooms, and all incoming students</p> <p>are expected to take the Regents after two semesters. Uniform assessments are administered 6 times a year to monitor progress and</p> <p>supports are provided to meet the needs of each student based</p> <p>on the analysis of their assessment results. There are also reduced class</p> <p>sizes for 11th and</p> <p>12th grade students who have not yet achieved an 80% on the Mathematics (Algebra) Regents. The outcome of our inquiry process has led the school to focus on the areas of individual deficits based on an item analysis of periodic assessments, mock Regents and actual failed Regents. In addition, we are providing 9th period tutoring and on-line</p>		
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		<p>differentiated instruction through</p> <p>the use of Destination Mathematics, Carnegie, Prentice Hall, Learning Village, Aventa, Compass, and other on-line resources.</p>		
<p>Science</p>	<p>Utilizing the New Visions data sorter, we will determine those students who did not pass the Living Environment and/or Earth Science Regents in order to provide support to the students who need to repeat the Regents. In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the a Science Regents in June 2016</p>	<p>Inquiry work has shown that students at risk of not meeting standards in science have deficits in academic vocabulary and writing and therefore cannot appropriately complete lab reports. To this end, science lessons include a mini vocabulary lesson so that assumptions are not made regarding students' understanding of terms utilized in the classroom. In addition, lunchtime, Tuesday afternoon and Saturday tutoring is available as well as after school make up labs. Technology is utilized where appropriate to support students of different learning styles. Special Education, ENL and Science teachers collaborated to create a lab manual that differentiates the required labs for each of these special populations. In 4 of</p>	<p>Small group, one on one, PM tutoring and Saturday Tutoring</p>	<p>After-School, during lunch periods and on Saturday's</p>

		<p>the SLC's, we are experimenting with a collaborative teaching model where the ELA teacher and Science teacher, team teach the labs so that the writing deficits are supported.</p>		
<p>Social Studies</p>	<p>Utilizing the New Visions data sorter, we will determine those students who did not pass the Global and/or American History Regents in order to provide support to the students who need to repeat the Regents. In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the Global History or American History Regents in June 2016</p>	<p>Extensive work is being done by the Social Studies staff in the area of writing, utilizing graphic organizers and implementing the work of the Judith Hochman writing strategies. In addition to a comprehensive curriculum and pacing calendar, the Social Studies department has created literacy based activities, incorporating the content area course work to support the development of writing skills. An on-line textbook has also been created that is aligned with the curriculum and the skill building instruction, is translated into 7 languages and has a prompt and verbal reading component to support the needs of special populations.</p> <p>Students who have failed to meet requirements in</p>	<p>Small group, one on one, PM tutoring and Saturday Tutoring</p>	<p>After-School, during lunch periods and on Saturday's</p>

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

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

Directions:

- 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	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

N/A

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. 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 that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	1,110,757.00	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	0	N/A	
Title III, Part A	Federal	13,288.00	X	5A, 5C, 5D, 5E
Title III, Immigrant	Federal	0	N/A	
Tax Levy (FSF)	Local	14,430,749.00	X	5A, 5C, 5D, 5E

¹Explanation/Background:

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

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

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

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

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

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

Parent Involvement Policy (PIP) for New Dorp High School

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. New Dorp 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 Dorp 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;

New Dorp High School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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) for New Dorp High School

New Dorp High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- 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.

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

New Dorp High School consists of eight smaller learning communities and a total of 2,845 students. Our population consists of: 130 ELL's

<u>(4.5%)</u>	<u>73 Newcomers; 26 Middle Years; and</u>
<u>31 Long Term ELLs</u>	<u>34 SIFE students (19 of which are also</u>
<u>ELLs)</u>	<u>Spanish is by far our largest subgroup</u>

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

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

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

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

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

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

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

* An afterschool program that will utilize Achieve3000 to support the skill development of the ELL students, particularly our newcomers who especially need differentiated reading materials to meet their language needs. The program will have a dual component this year; in addition to developing their

Part B: Direct Instruction Supplemental Program Information

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

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

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

* An afterschool program that will focus specifically on the speaking skills of our ELL population. After analyzing NYSESLAT data, we noticed students with Asian backgrounds struggled most on the speaking section of the exam. To improve their confidence and ability, our ELLs will be encouraged to meet with our drama teacher to work on mannerisms, pronunciations, projections, and clarity. The drama teacher will collaborate with a licensed ESL teacher to ensure he is using proper ESL methodology. This program will also meet for a total of 10 hours and start in April.

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Part C: Professional Development

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

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

Begin description here: _____

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

Through the SIFE grant in 2010-2011, New Dorp High School purchased "Teaching Strategies for English language Learners" (secondary level)- A Professional Development Package. This professional

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

- To encourage parent participation we will be providing refreshments. Parents will be notified a few

Part D: Parental Engagement Activities

ways. We will send a generated letter home (translated in the appropriate language) as well as an automated voicemail and a notification via Pupilpath. A secretary will oversee this process.

Part E: Budget

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

Allocation Amount: \$16304

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

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 31	Borough Staten Island	School Number 440
School Name New Dorp High School		

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 Deirdre A. DeAngelis	Assistant Principal Deborah Cunningham
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Maria Torres	School Counselor Lisa Auriemma
Teacher/Subject Area Craig Simonetti/ SWD S.S.	Parent Ayesha Taqueer
Teacher/Subject Area Toni Sims/ English/ESL	Parent Coordinator Donna LeChillgrien
Related-Service Provider Alyson Ruggiero-Grippio	Borough Field Support Center Staff Member type here
Superintendent Anthony Lodico	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	2912	Total number of ELLs	129	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	39
SIFE	27	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	31

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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	69	23	7	29	2	13	31	2	19	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0

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	0	0	0	0	0	0	0	0	0	35	19	7	9	0
Chinese	0	0	0	0	0	0	0	0	0	6	0	3	1	0
Russian	0	0	0	0	0	0	0	0	0	2	2	1	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	2	5	1	1	0
Arabic	0	0	0	0	0	0	0	0	0	5	8	1	3	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	5	1	2	0	0
Other	0	0	0	0	0	0	0	0	0	4	1	3	0	0
TOTAL	0													

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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	0	11	6	2	1	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	4	5	4	3	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	14	7	2	3	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	31	19	10	7	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	5	7	10	4	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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	1	0	7	0	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	0	0	0	0	0	0	0	0	0	11	16	25	12	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

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

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

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	51	0	28	0
Integrated Algebra/CC Algebra	8		1	
Geometry/CC Algebra	22	0	19	0
Algebra 2/Trigonometry	4	0	1	0
Math _____				
Chemistry				
Earth Science	25	13	14	10
Living Environment	43	5	27	2
Physics				

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	41	12	19	5
Geography				
US History and Government	22	9	13	4
LOTE				
Government	0			
Other <u>Algebra CC</u>	25		12	
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 At New Dorp High School, our ENL teachers, Ms. Sims, Ms. Roca, Ms. Piedra and Ms. Torres, use teacher-created assessments to assess our ELLs abilities in letter knowledge, phonemic awareness, decoding, comprehension and fluency. We utilize a few assessments to measure a student's early skill set in letter knowledge. One such assessment is presenting students with a list of letters and asking them to name each letter. Another activity utilized is having students separate the letters from a pile of letters, numbers, and symbols. Students are also asked to separate and categorize letters by uppercase and lowercase. Our ELL teachers focus on phonemic awareness with these students by having them break spoken words into parts, or to blend spoken parts of a word into one word. Additionally, students delete or add a phoneme to words to make new words. To examine a child's reading accuracy, students read a passage of a text aloud and a teacher records any mistake that the students make and analyzes them to determine what instruction is needed. Another strategy used to assess a student's decoding abilities is to present a student with a list of isolated words and ask them to read each word aloud. Fluency is also assessed by asking a student to read a passage aloud for one minute. Words that are skipped or pronounced incorrectly are not counted. The number of correct words read is counted and this total equals a student's oral reading fluency rate. Our largest literacy initiative is built around building reading comprehension skills. Therefore, we incorporate many strategies to assess our ELLs skills in reading comprehension. One type involves having a student read a passage that is at an appropriate level, and then having them answer factual questions about the text. Another type involves a student answering inferential questions about implied information in the text. A third type involves a student filling in missing words from a passage. We also measure comprehension by having students retell the story in their own words.
 At New Dorp High school, we also use data from the NYSITELL and LENS (if applicable) to help us determine the reading skills of newcomer ELLs. Students are tested for syntactical awareness, phonics, tier one vocabulary, and writing. Additionally, analysis of the Spanish LAB-R helps us determine the literacy levels of our native Spanish speakers because the Spanish LAB can help us decipher the approximate level of instruction students received in their native countries, as well as determine if any particular students are SIFE eligible. Another resource we use to assess literacy skills is Achieve 3000. This program gives us student's Lexile levels in English and Spanish. The more that personnel know about the development of oral language, early literacy, students' home language, contextual considerations, and the cultural background of students, the better informed they will be in making appropriate decisions about

interpreting screening and assessment results and in designing appropriate interventions.

Additionally, assessment of early literacy skills is an essential element of education we use to inform instruction for our ELLs. Students' individual skills are determined by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students. The first step we take is to measure student baseline performance. This is done numerous ways. Achieve 3000 is a computer program our staff uses to measure students Lexile levels and comprehension skills with pre-tests and periodic LevelSet assessments. We also review the scores of our ELLs on the NYSITELL and Spanish LAB. The scores off these exams give us a good idea of the student's initial skill set in reading and writing.

Based off these scores we then program our ELLs into the appropriate courses and provide them with a peer tutor for lunch periods and encourage them to attend afterschool tutoring on Tuesdays with their teachers. Once our students are programmed, our beginner teachers use the RIGOR placement tests to assess letter recognition and basic reading levels. The students assessed to have limited literacy skills are: placed in the mandated service minutes, offered access to supplemental tutoring programs (funded by Title III and SIFE grants), and also programmed for additional support in content area by placing them into push-in history classes and a living environment course which is taught by a QTEL trained science teacher, Ms. Francisco, and is composed of ELL students.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

NYSITELL data and NYSESLAT data is very revealing and helpful in guiding our instruction. We noticed some significant trends among our ELL population. Our Arabic students need the most support in improving their early literacy skills. 64% of them test at the Beginner level on the NYSITELL. The NYSESLAT scores show steady progress among the subgroup and most (76%) reach Advanced level of proficiency within their first 3 years in ESL

Likewise, our Chinese and Asian population struggle with the alphabet adjustment. The majority of them (76%) place as Beginner's on the NYSESLAT. However their growth is uneven. After a few years, 29% have reached the Advanced proficiency level, while 23% have shown limited to now growth. As a whole, this population has great difficulty with the Listening portion of the NYSESLAT and also shows difficulties in reading and writing.

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

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

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

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

New Dorp High School uses data from the AMAO tool to measure the growth of our ELL population subgroups. Specifically, we analyze how students of similar native language and years of service do in progressing towards English proficiency. Using the AMAO Objective #1, which measures students making progress in English, we found that 68% (89 students) of our ELL population showed growth on the NYSESLAT. Using AMAO Objective #2, which determines how many students became English proficient, we found that 25% of our ELL population became English proficient. Of that 25% (33 students), our best success was with native Russian speakers who possessed a 66.7% proficiency rate on the NYSESLAT. Our Arabic and Urdu populations showed the worse growth and as a result we are going to specifically focus on building their English and literacy skills during the upcoming school year. We also use the AMAO tool to focus on our students who are undercredited ELL population so we can provide them the supports and programs necessary to be successful in school. Currently, 31% of our ELLs fall into that category.

4. For each program, answer the following:

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

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

b) New Dorp High School do not currently administer the ELL Periodic Assessments. However our ESL teachers use informal assessments and the results from the NYSESLAT examinations and Achieve3000 periodic assessments to measure students progress in each modality and then curtail activities and instruction to address the needs of each student.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] New Dorp High School does not serve ELLs in grades K-5.

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

Since the only program we have at this time is Freestanding ESL, our primary emphasis at this time is second language development and all instruction is provided in English with native language support. To accurately assess the child's second language fluency, we interview parents during the intake process. Using the HLIS survey questions, an interview of the child's educational and personal background, and scores on the NYSITELL, we are able to make a fair assessment of their current abilities in English. Besides our ENL staff, all content area teachers utilize the Hochman Writing Method and close-reading of texts. Every subject area has a writing curriculum where skills are taught with consistency throughout the school. Students enter 9th grade (whether ELLs or not), with the assumption that their writing skills in English is minimal. Their content teachers begin by focusing on grammar and sentence skills, such as creating and identifying different sentence types, recognizing complete sentences and fragments, and writing simple sentences. From there, our school-wide writing curriculum progresses to a paragraph. Students learn how to write topic sentences, and detail sentences that contain appositives, conjunctions, subordinating conjunctions, and transitions. Once students show mastery or familiarity with the paragraph structure, they are then instructed on how to create introductions and conclusions utilizing the G-S-T method. This method teaches students to start with a general statement and become more specific as their introduction progresses, culminating in a clear thesis statement. Furthermore, all subjects use turn and talks, think-pair-shares, and other activities which require students to communicate their thoughts in English.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

New Dorp High School does not currently have a dual language program.

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

We evaluate the success of our ELL students through the scores on the NYSESLAT, ELA Regents, all content area Regents, classroom grades, and graduation rate. Currently 70% of our ELLs are on track to graduate. Last year, 33 of our ELLs tested proficient on the NYSESLAT exam, which was approximately 25% of our ELL population. That is a consistent statistic for our school, as we also had a 25% passing rate for 2013-2014. Furthermore, throughout the school year, Ms. Auriemma, a social worker and guidance counselor at our school, reviews the report cards of our ELLs at the end of each marking period and reaches out to the students and their families when needed. We attribute much of our success to the common time meetings which allow content area teachers, administrators, guidance counselors, and ESL teachers the chance to plan together, share best practices, and discuss strategies that can best meet the needs of our at-risk students. We have a 65% passing rate on the English Regents and met AYP for ELLs. Our guidance staff chart students success and progress on ARIS and Skedula, making sure students are working towards accumulating the appropriate amount of credits needed to graduate, maintaining passing grades, and improving their college readiness.

Part IV: ELL Identification Process

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

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.

The following 4 steps and placement into the ELL program chosen by the parent is completed within 10 school days (20 school days for students entering with IEPs). These steps are done for new entrants to the DOE and students re-entering the DOE after 2 continuous years not in a NY State school:

Step 1: A trained and licensed pedagogue from New Dorp High School administers the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. If we do not have an interpreter within the school, we utilized the Translation and Interpretation hotline provided by the Department of Education. A

student is considered to have a home language other than English when (1) one question on the HLIS Part I: Questions 1-4 indicates that the student uses a language other than English, and (2) two question on the HLIS Part I: questions 5-8 indicate that the student indicates a language other than English.

Step 2: For students whose home language is not English, New Dorp High School administers a more in-depth interview with the student, reviews his/her school work (if available) and review the Individualized Education Program (if applicable), in order to determine NYISTELL eligibility. NYSITELL eligibility for students entering New Dorp with an IEP is based on the determination of our Language Proficiency Team (LPT). This procedure is use for any student who is an initial entry into the DOE or is re-entering after a two year absence.

Step 3: If a student is determined eligible for the NYSITELL, our ENL Coordinator, Craig Simonetti, will print out the NYSITELL answer documents using the RLBA function in ATS and administer & scan the exam back into ATS via the attendance scanner within 10 school days of enrollement. Our NYSITELL exams is ordered by Principal DeAngelis through the NYSED portal. Within 5 school days of ELL determination, New Dorp informs the parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). If the student is 18 years or older, the student also receives a copy of the letter. Dated and signed letters are retained in the student's cumulative folder as well as in a separate folder maintained by the ENL coordinator.

Step 4: All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL result are administered the Spanish LAB at the time of intial enrollment (or reenrollment) during the same 10-day testing window. New Dorp High School prints the Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

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).

If a student is determined to be an ELL, the information gather in Steps 1 and 2 is used to determine if the students requires further assessments for SIFE status. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prio schooling. If a two year gap is found and a student has had an interruption or inconsistency in their formal school, our trained and licensed pedagogue, adminiters the oral interview questionnarie. Furthermore, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered within 30 days. Initial SIFE status is indicated on ATS using the BNDC form. Since we have a year to finalize the SIFE determination, teachers are informed that any students who display significant deficits in reading and math should be referred to the ENL coordinator. Then, after reviewing that student's work, the ENL coordinator will determine if an administration of the LENS is necessary.

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).

For students whose home language is not English, New Dorp High School administers a more in-depth interview with the student, reviews his/her school work (if available) and review the Individualized Education Program (if applicable), in order to determine NYISTELL eligibility. NYSITELL eligibility for students entering New Dorp with an IEP is based on the determination of our Language Proficiency Team (LPT). This procedure is use for any student who is an initial entry into the DOE or is re-entering after a two year absence.

The LPT at New Dorp High School consists of: Deborah Cunningham (Assistant Principal of Special Education and English Language Learners, Toni Sims (dually licensed English and teacher of English to speakers of other languages), Sylvia Campbell (school psychologist) and the student's parent or guardian. Additionally, a qualified interpreter or translator of the language or mode of communication the parent or guardian best understand is present at each meeting of the LPT.

The LPT determines whether the student should take the NYSITELL. The LPT considers the following evidence of the student's English language development: the student's history of language use in the school and home/community, the results of the individual evaluation of the student conducted in accordance with the procedures in CR Part 200.4 (b)(6), which includes assessments administered in the student's home language, and information provided by the Committee on Special Education (CSE) as to wheter the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or their designee. The superintendent has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5

additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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 scanning the NYSITELL answer documents into ATS and printing out the score report, our ENL coordinator, Craig Simonetti, immediately prints out either an entitlement or non-entitlement parent notification letter (in the parent's preferred language as indicated on the HLIS). Three notification letters are printed. One goes in the student's cumulative folder, the second is handed to the student to bring home to their parents, and the third is mailed home.

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).

The Re-identification Process may be utilized for students who have a home language other than English and are ELLs and non-ELLs. We initiate a review of the ELL status determination upon receipt of a written request from any of the following: a student's parent or guardian, a student's teacher (if it is accompanied with written consent from the parent or guardian), and a student who is 18 years of age or older. Then within 10 school calendar days, the Re-Identification Process is completed (20 school calendar days if CSE must be consulted).

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the process
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language
4. School may administer the NYSITELL to the student if the original determination was that student should not be administered the NYSITELL. Under no circumstances can this process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2 (u), of the student's abilities in listening, speaking, reading, and writing in English.
7. Appropriate staff consults with the CSE if the student has a disability or is suspected of having a disability that may impact their ability to speak, read, write, or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is not to change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3 (j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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.

At New Dorp High School it is a priority that parents are clearly informed about the three program choices they can choose from. Besides discussing the merits and details of each program at parent orientation, we make it a goal to disperse this information to them at a one-to-one meeting which is usually done the first time the parents enter the school to register their children for classes. This orientation is conducted in the language or mode of communication that the parent/guardian best understands. At this meeting we provide the parents with the ELL Parent Brochure, which is printed off of the English Language Learners: Family Resources Page on the Department of Education website. This brochure is available in ten languages. Additionally, every parent watches the parent orientation video in their preferred language (available in 13 languages). Our trained pedagogues and administrators will

answer any further questions parents may have about the programs. Additionally, during this orientation, information on standards and curriculum are provided, as well as a high quality section on the Common Core learning standards, assessments, and school expectations for English language learners. If we are unable to find a translator, we call the Translation and Interpretation Unit and seek their assistance. If a parent fails to make a choice, we record their selection as a TBE program by default and look over our numbers to see if we have the prerequisite needed to start such program. When there are 20 or more ELLs of the same language in any single grade in grades 9-12 we will then create a bilingual program. ELLs are then placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent's program choice is not currently available in New Dorp, we inform the parent and provide them with the following two options: keep the student enrolled in the available program here at New Dorp or transfer the student to a different school where the parent's selection is current available. To do so, we contact the Department of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Since it is difficult to get a parent to re-visit the school after enrollment due to job or child care obligations, we conduct the parent orientation on the same day. We inform the parent (in their preferred language through the use of a bilingual staff member or interpreter) that their student may be eligible for ELL services, but that final determination is based on the results of the NYSITELL. Therefore, we show the parent/guardian the parent orientation video and have them fill out the Parent Survey and Program Selection form at enrollment. This is done as a precautionary measure to best meet the will of the parent. If we are unable to get in touch with the parent after administering the NYSITELL and determining the ELL status of their child, we then record their choice based off our initial forms. If no form is ever collected, the parent's choice, as per CR Part 154.2 is recorded as bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Since we have all parents of prospective ELLs fill out this form at intake, this is not a problem at New Dorp High School.

9. Describe how your school ensures that placement parent notification letters are distributed. After scanning the NYSITELL answer documents into ATS and printing out the score report, our ENL coordinator, Craig Simonetti, immediately prints out a placement parent notification letter (in the parent's preferred language as indicated on the HLIS). Three notification letters are printed. One goes in the student's cumulative folder, the second is handed to the student to bring home to their parents, and the third is mailed home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Our ENL coordinator, Craig Simonetti, and pupil account secretary, Ellen Fisher, work together to ensure that a copy of all relevant ELL documentation (HLIS, non-entitlement, entitlement, parent choice, placement, and continued entitlement letters) are kept in both the student's cumulative folder as well as in a separate folder kept in the ENL coordinator's office.

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.

5. The NYSESLAT is given during the spring. There is a specific window in which the speaking section must be administered. A group of teachers were trained by the LAB/BESIS coordinator, who attends all relevant testing professional developments, on how to administer the speaking section of the NYSESLAT. Once the speaking portion is completed and secured, the listening, reading, and writing portions of the NYSESLAT is given—generally on the first Tuesday within the testing window for those sections. Letters are generated and sent home to notify parents that their child will be tested and how imperative it is for a student to sit for all parts of the exam. Letters are also generated to inform the students of the day, time, and location of the exam. A portion of the school is cornered off for the exam and an entire wing of rooms is utilized. Generally there are four rooms for the ELL students and three rooms for ELL-SWD students. Once the exam is completed, they are collected, separated, and stored in a secure location. The next step is grading the writing portion of the exam. Non-ESL and English teachers are selected to grade the writing portion. Orientation is given to the selected teachers and training on the scoring rubric is provided. The speaking score is then transferred to the appropriate place on the exam. Once this process is completed, booklets, answer documents, and cover sheets are bubbled and placed in the appropriate bags for shipment. New Dorp High School has been extremely successful in having a large number of ELLs sit for this exam. We do also offer make-up dates for students who may have been absent. To ensure that every eligible student takes the NYSESLAT exam, the Assistant Principal and LAB/BESIS coordinator run the RLER report and crosschecks it with the RLAT and ELPC screen.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After receiving the NYSESLAT score report, our ENL coordinator, Craig Simonetti, immediately starts the process of printing out continued entitlement and transitional support parent notification letters (in the parent's preferred language as indicated on the HLIS). Three notification letters are printed. One goes in the student's cumulative folder, the second is handed to the student to bring home to their parents, and the third is mailed home.
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).

An overwhelming number of our parents select Freestanding ESL as their first choice. Of our 10 new admits this year, 80% chose ESL as their first choice. Similarly, in 2013, of the 10 newcomers that fall who were tested and entitled to receive ELL services, every parent chose ESL as their first choice. All of our students are programmed for Freestanding ENL currently based off the DOE recommendation that students remain in the same program until they are no longer entitled to receive services will help them child because Staten Island presently has no dual language or TBE programs, thus the vast majority of our students matriculated from Freestanding ENL programs.

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.

Our students are grouped by concurrent grades and their English proficiency levels. 9th and 10th grade ELLs are placed in classes by their performance levels. Entering ELLs and Low Intermediate ELLs will receive services together. These students will have a standalone ENL class together. They will also be programmed together for an integrated ENL/ELA class taught by a dually certified English and teaching English as a new language teacher. They will receive their remaining minutes in an integrated science class. For our transitioning and expanding ELLs, they will be grouped together in concurrent grade levels (9th & 10th and 11th & 12th) for either a push-in English class or an integrated ENL/ELA course. Our commanding students will either be programmed for a push-in English or history course.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

In accordance with CR Part 154, Entering-level ELLs are enrolled in three periods of ESL instruction per day for a total of 540 minutes (180 of which must be standalone). Emerging ELLs are programmed for two periods (360 minutes per week), 90 of which must be in a standalone class. Transitioning and Expanding ELLs receive at least one period of ENL instruction per week for a total of 180 minutes. Lastly, Commanding ELLs will receive 90 minutes of ENL instruction a week in an integrated class. This year our integrated classes included Living Environment, Global and United States History, and English. Since our classes are 45 minutes long on average, our students exceed the mandated number of instructional minutes at all levels. These minutes are routinely checked throughout the year using the date from the RLAT, Stars, and checking individual student programs by our ENL coordinator and Deborah Cunningham, the assistant principal.
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.

Our Freestanding ENL program supports content area instruction for our ELL students. New Dorp High School offers push-in integrated ENL history and science courses. Our ENL and content teachers have access to Achieve3000, which is a differentiated reading program that greatly enriches language development. This program features articles at multiple Lexile levels in English and Spanish. Due to the plethora of I-Pad and laptop carts, in addition to numerous computer labs within our building, staff and students have no issue accessing this service. Additionally, our entire school partakes in the Judith Hochman Writing Program and utilizes these activities in their daily lessons. Our school's writing program has been featured in The Atlantic magazine and begins with basic sentence structure, slowly advances to paragraphs, then four-paragraph essays, and culminates with a research paper in senior year. Each writing task includes a rubric and numerous modeling activities to help focus the energies and processes of our students. It is a writing process that incorporates explicit teaching of fundamental writing skills, emphasizes expository writing, and focuses on sentence-level foundational strategies taught concurrently with paragraph and essay-level skills. Teachers model many

of these skills and students work in small groups at times. Students are often grouped/paired by language proficiencies or native languages and work together to build skills. Furthermore, to ensure content is comprehensible, each student has access to foreign language dictionaries to foster language development and focus on building student's academic vocabulary. Our library has many texts in different languages and many of the content textbooks also have translated versions. Lastly, the entire student population at New Dorp has access to World Book Online, which is an encyclopedia and primary source library that translates each text into over 20 languages. This website also has a Spanish encyclopedia program.

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

New Dorp High School's ENL program educates a student population that has over 17 different native languages. Our ELLs are screened on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word reading. The Spanish speakers are given the Spanish LAB upon entry to New York City school system. The other languages are evaluated by the NYSITELL scores and if possible, informal evaluations made by staff at the school. We benefit from having teachers who are fluent in Chinese and Spanish, by far our two largest language subgroups. Their expertise is crucial in assessing students and offering native language support. Furthermore, other staff members are fluent in Albanian, Russian, Arabic and French. They are used to provide translations and support whenever necessary. Lastly, Achieve3000 and Destination Math allows our teachers to assess students in both English and Spanish, which is an extremely important ability since 42% of our ELLs are native Spanish speaking. At this time, we do not have bilingual or dual language programs and thus students are not graded in their native languages unless they utilize that option on the content area. Each student is given this option prior to taking the Regents.

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

All ELL students are evaluated in the four modalities throughout the school year. Beginning in 9th grade, listening passages are introduced to prepare students for the NYSESLAT and Common Core ELA Regents. Listening activities and assessments are done on a weekly basis in our ENL classes. Speaking is part of every class. Teachers are encouraged to try to facilitate classroom discussions using accountable talk stems. Daily lesson plans are focused around essential questions which are open-ended and probe students to build an argument with sufficient evidence. Furthermore, many teachers use jigsaw and Think-Pair-Shares to force students to talk to each other in order to solve problems. The goal is to have students be actively engaged in each lesson and have them contribute vocally as much as possible. Reading and writing instruction is done on a daily basis across all content areas. Writing is a huge instructional objective of our school. English and Social Studies teachers use portfolios to track students' progress. They model the Judith Hochman writing strategies to teach our students structure and organization. Quick writes are also utilized to capture the first impression of students. Our ENL teachers use read-alouds to walk students through texts, primary sources, and pieces of fiction. ELL students use the computer lab and Achieve3000 on a daily basis to improve their reading skills and Lexile levels. Furthermore, teachers use this program to differentiate articles and texts on various reading levels making it more accessible for students.

6. How do you differentiate instruction for 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

6. The answers to the following segments will be very similar. We are proud to offer highly differentiated instruction to all levels and subgroups of our ELL population. Our school possesses significant amounts of technology which all our staff uses, especially our ENL teachers. All classrooms have interactive boards, document cameras and a class set of interactive clickers which are excellent for continual assessment throughout a lesson. We also take advantage of computer-based programs like Achieve3000 and Destination Math which helps our teachers differentiate and scaffold assignments and provide bilingual (Spanish and English) support. Content is also differentiated through the World Book Online Encyclopedia, which translates all of its content into over 20 languages. Through the SIFE grant and Title III funding we provide additional tutoring that use ELL methodologies and intense Regents review.

a) Instruction is differentiated for SIFE students in a multitude of ways. On Tuesday afternoons, our SIFE students attend afterschool tutoring where they can finish labs, use Achieve3000, work on reading and writing skills, learn calculator skills and receive personalized instruction in content matter. The usage of Achieve3000 is essential and occurs in all ENL classes. This program helps close the achievement gap. It tailors readings to the students reading level and uses methodologies and activities which are aligned to the tenets of Common Core to create highly differentiated instruction which targets areas of need and eliminates many of the language barriers for students. Achieve3000 constantly assesses students' progress so teachers can deliver instruction where it is needed most. Achieve3000 is fully bilingual (Spanish and English) and provides native language support to a large population of our ELL students. Furthermore, Destination Math is used to help close the achievement gap. This program uses the tenets of Common core to create highly differentiated and prescriptive instruction which targets areas of needs and eliminates barriers for students. The program, like Achieve3000, constantly assesses students' progress so teachers can deliver instruction where it is needed most. Both Destination Math and Achieve3000 are

fully bilingual (Spanish and English) and provides native language support to a large population of our ELL students.

b) Newcomer ELLs are given the opportunity to take all content area Regents exams (except English) in their native language if available. They use Achieve3000 and Destination Math which provides them with instruction in Spanish and English. Most newcomer ELLs (depending upon the NYSITELL assessment) are placed into integrated ENL history and science classes. This additional support combined with intense Regents tutoring sessions offers our newcomer ELLs frequent help and personalized instruction.

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

d) Long-term ELLs are provided the same support as our SIFE students and newcomers. Additionally, each long-term ELL is paired with a teacher who serves as their mentor for the school year. This teacher will work privately or with a small group of students to build English reading and writing skills.

e) Former ELLs are invited and participate in all programs afforded to our current ELL population (including after-school and supplemental tutoring). Likewise, they receive testing accommodations and extended time for two years after they tested proficient. They are also programmed for 90 minutes of integrated ENL/ELA instruction per week.

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.

After a student meets this criteria, all of their teachers are notified and asked to closely monitor their progress. Each teacher develops a portfolio of this student's work and measures its growth as the year progress. If the work collected prior to the re-identification is of higher quality, we will follow the procedures discussed earlier in this document to change the classification.

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 students with IEPs are fully mainstreamed for ENL services, according to their level of proficiency. These students are programmed for self-contained or collaborative teaching monolingual classes for the rest of the school day. Special education teachers are given 10 hours of professional development through multi-media package entitled "Strategies for English Language Learners." They are also offered the opportunity to attend QTEL trainings which teach content area teachers ESL methodologies. Furthermore, many special education teachers take advantage of the schools licenses with Achieve3000, World Book Online and Destination Math--enabling special education teachers to differentiate readings and tailor instruction to the individual needs of their ELL students. These programs also accelerate the English language development of our ELL population. Additionally, the Judith Hochman Writing Initiative is used in these classes. The Hochman method utilizes outlines and graphic organizers and helps students analyze and break down grade-level and often above-grade level texts. by utilizing annotation skills and underlining key facts. Teachers model writing strategies and use explicit instruction to teach fundamental writing skills which focus on sentence-level foundational strategies taught concurrently with paragraph and essay-level skills. Most of ELLs are programmed for a period of ENL which utilizes ELL methodologies to teach the English department curriculum. This allows the ELLs to read the same texts as the rest of the general education population. We also provide 1:1 preferred language alternate placement paraprofessionals to those students who qualify based on psychoeducational testing. When mandated they received additional related services and testing accommodations.

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?

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

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

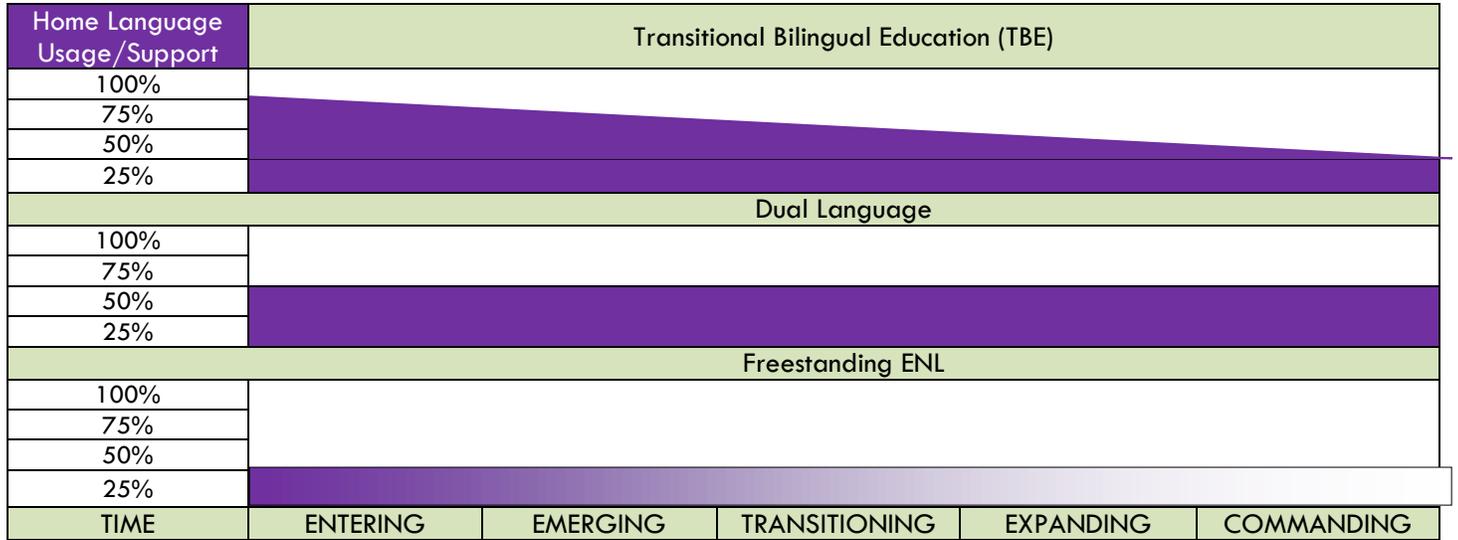


*Note: “other approved services” does not apply to New York City at this time.

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.
Our targeted intervention programs for ELLs in ELA, math, and other content areas include daily articulation between content area teachers, guidance counselors, administrators, and ESL teachers in our small learning communities. New Dorp High School is divided into 8 smaller learning communities which are each led by an assistant principal and guidance counselor. Each house has its own set of teachers who meet on a daily basis to discuss any issues they may have with students. At these meetings, staff focuses on the specific needs of students and share best practices. Professional development also occurs at these meetings. ENL teachers share methodologies with content teachers to help them differentiate learning activities for the ELLs in their classes. As discussed earlier, our targeted interventions usually focus on our flexible scheduling, tutoring services, and push-in/integrated class models. In ELA, all ELLs receive a license to use Achieve3000. All staff members are aware of this and can use the program to provide accessible texts to all ELL subgroups. Besides ELA teachers using this program to increase literacy skills and reading levels, social studies teachers assign articles that provide enrichment to the curriculum. This program is extremely helpful for our newcomers and Spanish language students because it is a bilingual program. Likewise, in math, Destination Math is also a computer program that students are able to use at home in Spanish and English. To support our beginning ELLs, we provide push-in ENL support for ninth and tenth grade global. Furthermore, a QTEL trained living environment teacher has all the ELLs in her classes. She uses ELL methodologies and focuses on academic vocabulary in her classes. Teachers encourage our ELL population to attend 9th period tutoring to receive extra support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We believe that our current program and resources are effective due to our consistent passing rate on the NYSESLAT. For the last few years, New Dorp High School has averaged a 25% passing rate on the NYSESLAT, which is significantly higher than the standard passing rate for the rest of the city. As a result, our ELL population is almost half the size it was less than a decade ago.
12. What new programs or improvements will be considered for the upcoming school year?
Our goal for this upcoming year is to reduce the size of our ENL classes. We are doing this by recruiting teachers to obtain an ENL extension and planning on hiring an additional ENL teacher.
13. What programs/services for ELLs will be discontinued and why?
Our supplemental BEST Center, which was a Saturday tutoring program created specifically for our SIFE and long-term ELL population was discontinued. This program relied on the SIFE grant, which we stopped receiving in 2014-2015.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELLs are fully integrated with other students at New Dorp High School. They are spread out through our 8 learning communities. They have access to all programs and services, just like any other student. ELLs participate on all of our PSAL athletic teams (especially soccer), in after-school clubs like the Green Club and Cooking Club, as well as in our dramatic art programs, which includes but is not limited to Sing, Glee Club, and the Black Box Theatre. Many of our ELLs take advantage of our 9th period tutoring sessions and Saturday School programs which provide free SAT tutoring and art classes.
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.
New Dorp High School utilizes a wide-range of instructional materials to support our ELLs. As discussed earlier, we have licenses with Achieve 3000, Destination Math, and World Book Online. The entire school uses the Hochman Writing Initiative program. Our ENL staff incorporates the Heinle Reading Library and the R.I.G.O.R. program into their courses. We also have a Kaplan Regents Review program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
New Dorp High School does not currently have a Dual Language or Transitional Bilingual program. However, in our English as a New Language program, students are provided home language support in a few ways. They all have access to bilingual dictionaries for their classes and exams. On Regents, we use translated editions and one-to-one interpreters for less frequent languages. Achieve 3000 and Destination Math are programs in English and Spanish. Our World Book Online program contains a vast library of articles and primary source documents that are translated into over 20 languages. Students are also afforded the opportunity to work with partners who share the same home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All our ELL students are placed in the same courses that our non-ELL population would receive. They are programmed for Regents courses with teachers who use differentiation (especially in Achieve3000 and Destination Math) and ELL methodologies to make content matter more accessible for our ELL students. Our teachers use the same curriculum materials with our ELLs as they do with general and special education students.
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).

Newly enrolled ELLs also attend freshman orientation with the rest of the incoming students. They are also paired with a student who is of the same native language and serves as a mentor and helps them learn the layout of the building, bell schedule, and other helpful information. Lisa Auriemma, a guidance counselor and social worker, leads this effort and ensures that this transition period is as smooth as possible for the new students.

19. What language electives are offered to ELLs?

New Dorp High School offers Italian and Spanish to our ELL population.

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)?

New Dorp High School does not presently have a dual language program.

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.)

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

In addition to the new components of PD, we will continue to utilize the professional development which is provided to us by Achieve 3000 contract.

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

Our teachers who have English Language Learners attend many of the professional developments offered by the Office of English Language Learners throughout the year. These workshops have focused on the Collaborative Strategic Reading Approach, Vocabulary Development, Reading Comprehension, and strategies for the English Regents.

Lastly, our entire staff receives ongoing professional development by the Hochman Writing Initiative staff and our school's writing coach.

These professional developments are ongoing and are typically scheduled for staff professional development days or afterschool on Monday during the time set aside for professional development.
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?

Our ENL teachers are forwarded the Office of English Language Learners professional development offerings e-mail. They attend workshops and web conferences which focus on differentiation, scaffolding, building academic vocabulary and increasing text complexity. Judith Hochman also provides our staff with professional development for her writing strategies biannually. Achieve3000 also provides our staff with biannual professional development. Achieve 3000 offers lessons that specifically address Common Core standards. All these trainings specifically important educational shifts noted in the Common Core, particularly the Hochman Writing program which focuses on creating evidence based arguments and the deep reading of texts.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

New Dorp High School plans to provide professional development in best practices for co-teaching strategies and integrating language and content instruction for English language learners to our entire teaching staff for a minimum of 15% of their required professional development hours as prescribed by CR-Part 80. For all our English as a new language teachers, 50% of their required professional development will be dedicated to language acquisition in alignment with core content area instruction. We plan on meeting these requirements by working with the ELL coaches who were recently hired by the DOE and by turn-keying professional developments that are staff attend, most of which are offered by the Office of English Language Learners.

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?

Every Tuesday, during our school's professional period (2:20-3:35), our ENL teachers invite 1 to 2 parents to meet with them and review their child's portfolios, classwork, and assessment. Qualified interpreters/translators are provided or the DOE Translation Hotline is utilized to conduct these meetings in the language or mode of communication that the parent/guardian best understands.

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.

Our staff document all meetings and outreach in the Skedula/Pupilpath anecdotal section. They also have parents sign-in when they attend school meetings. During the professional time at the end of the day on Tuesdays, our ENL teachers schedule individual meetings with the parents of our ELLs. Parents are notified via a translated invitation and a phone call home. These meetings are one-to-one and allow our parents the time needed to ask questions and learn about the progress of their student. To ensure the language needs of parents are met each teacher and office was given a laminated card to assist parents in identifying their language and the contact number for the DOE Translation Hotline. We have numerous bilingual staff members to assist teachers when necessary. Furthermore, forms are translated using the DOE Translation and Interpretation Unit.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our ELL parents attend PTA meetings and many of our open school nights and parent-teacher conferences. Furthermore, the entire school uses their circular 6 period on Friday's to reach out to any parents. We also utilize the free time at the end of the day on Tuesday's to invite parents up to school for one-on-one meetings. As stated above, bilingual staff members and the DOE Translation Hotline is utilized to ensure parents have access to vital information and can receive the input they seek.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? New Dorp High School has partnered with the College of Staten Island's CUNY Language Immersion Program which offers students who have been admitted to a City University of New York (CUNY) college the opportunity to spend more time learning English in an academic environment before formally enrolling in college courses. CLIP operates 25 hours a week, with day and evening sessions available.

Students in CLIP acquire the reading, writing, and oral communication skills necessary to be successful at CUNY. This includes classwork, portfolios, research projects, computer-assisted learning, orientation to college tutoring, and more.

CLIP also provides services for anyone who is over 18 and we have had parents take advantage of their ENL classes.

5. How do you evaluate the needs of the parents?

We use the Skedula website which allows parents access to their children's grades, anecdotes (behavior logs), attendance, credit accumulation, transcripts, and progress. This website allows parents to directly communicate with any staff member. We also send out all correspondence in the four major languages and provide translation for entitlement and placement letters as provided on the D.O.E. website. Over the past few years, we have sent out questionnaires as to how parents are involved/familiar with technology and asking them if they understand how to read transcripts. Based upon these responses, we have set up parent meetings. Often by the response or lack thereof, we are able to tell that the parents of our ELLs are working numerous jobs and have limited resources at home. To accommodate their needs, we allow parents to come to school whenever possible, including Saturdays or afterschool.

6. How do your parental involvement activities address the needs of the parents?

We are currently in the process of creating a parent handbook in various languages. This handbook will include key facts each parent needs to know in order to have a successful high school career.

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:

School Name: <u>New Dorp High School</u>		School DBN: <u>R31440</u>	
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)
Deirdre A. DeAngelis	Principal		11/12/15
Deborah Cunningham	Assistant Principal		11/12/15
Donna LeChillgrien	Parent Coordinator		11/12/15
Maria Torres	ENL/Bilingual Teacher		11/12/15
Ayeesha Taqueer	Parent		11/12/15
Toni Sims	Teacher/Subject Area		11/12/15
Craig Simonetti	Teacher/Subject Area		11/12/15
	Coach		1/1/01
	Coach		1/1/01
Lisa Auriemma	School Counselor		11/12/15
Anthony Lodico	Superintendent		11/12/15
	Borough Field Support Center Staff Member _____		1/1/01
Alyson Ruggiero-Grippo	Other <u>Guidance Counselor</u>		11/12/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **440** School Name: **New Dorp High School**
Superintendent:

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) 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

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

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.

Utilizing the RHLA function in ATS, we have found that the most dominant non-English primary languages in our school are "covered" languages. Those specifically being Spanish (342 students), Russian (106 students), Arabic (85 students), Chinese (82 students), and Urdu (47 students). We do have a large contingent of students whose home language is Albanian (93) and Polish (45). The lower incident languages are: Bengali (2), Fanti (2), French (5), Haitian Creole (2), Fulani (3), Gujurati (3), Hausa (1), Hindi (3), Italian (5), Korean (1), Luganda (1), Macedonian (2), Malinke (1), Niger-Congo (1), Tagalog (3), Serbo-Croatian (3), Sinhalese (6), Slovak (4), Tamazight (1), Tibetan (2), Turkish (7), Ukrainian (1), Vietnamese (2), Yoruba (1) and English (1868). This information is relayed to staff during smaller learning community, common time, department, and staff meetings.

Part B: Creating a Communications Calendar

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.)

We translate our school handbook, newsletters, calendars, parent-teacher conference and open school announcements, after-school program information, New York State testing dates, materials pertaining to curriculum, school leadership letters. These documents are distributed throughout the school year.

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.

Part C: Providing Language Assistance Services

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.

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

2. Describe 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.

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

Part D: Training Staff on Policies and Procedures

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.)

At the beginning of each year, our language access coordinator goes to each Smaller Learning Community and gives a presentation on how to use the translation and over-the-phone interpretation services. Additionally, a e-mail is sent to the entire staff informing them of the resources and services available to aid them in their communication with parents.

Part E: Providing Notice of Language Assistance Services

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

We provide each parent whose primary language is a covered language with a print out of the Parent Bill of Rights in their native language (by mail) which informs them of their rights regarding translation and interpretation services in the appropriate covered language with instructions on how to obtain such services.

We clearly and conspicuously post signs translated in the covered languages at our front entrance informing parents of the translation services available to them. At the front security desk, there is the Language ID cards so parents can identify their preferred language.

Our safety plan affords all parents, regardless of language, access to our administrative offices. This is done through on-site translation provided by staff &/or DOE Translation hotline.

Presently New Dorp High School does not have a non-covered language consist of at or above 10% of our entire student population. Our highest non-covered language is Albanian, which consists of approximately 3% of our school.

The departments website provides translations for all critical documents in the covered languages

Part F: Monitoring and Quality Control

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

At the beginning of every school year, we redistribute a preferred language form (found on the DOE website) to all students during the official attendance period. This form asks parents to state which language they prefer for written and oral communication.