

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

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

**09X350**

**School Name:**

**NEW DIRECTIONS SECONDARY SCHOOL**

**Principal:**

**JAMES WASLAWSKI**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: New Directions Secondary School School Number (DBN): 09X350  
Grades Served: 6 to 10  
School Address: 240 E. 172<sup>nd</sup> St., Room B-47, Bronx, NY 10457  
Phone Number: 718-410-4343 Fax: 718-410-4101  
School Contact Person: James Waslawski Email Address: JWaslaw@schools.nyc.gov  
Principal: James Waslawski  
UFT Chapter Leader: Nazeema Baboolall  
Parents' Association President: Vickianna Casteneda  
SLT Chairperson: Nazeema Baboolall  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Shawnica Phillips  
Student Representative(s): Vontay Farmer  
Jose' Bruno Hernandez

**District Information**

District: 09 Superintendent: Leticia Rodriguez-Rosario  
Superintendent's Office Address: 1245 Washington Ave., Bronx, NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 ext. 1022 Fax: 718-410-7017

**Borough Field Support Center (BFSC)**

BFSC: Team 10 Director: Jose Ruiz  
1230 Zerega Ave., Bronx, NY 10462 & One Fordham Plaza, Bronx, NY  
Director's Office Address: 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-3113

## 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)
James Waslawski	*Principal or Designee	
Nazeema Baboolall	*UFT Chapter Leader or Designee	
Vickianna Castenada	*PA/PTA President or Designated Co-President	
Francisco Hicks	DC 37 Representative (staff), if applicable	
Shawnica Phillips	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Vontay Farmer	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jose Bruno Hernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sam Bromfield	CBO Representative, if applicable	
Delores Baird	Member/ Parent	
Andria Cuello	Member/ Teacher	
Ruth Sanchez	Member/ Parent	
Linda Pacheco	Member/ Parent	
Laura Lusardi	Member/ Teacher	
Katie Dennison	Member/ Teacher	

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

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

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

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

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

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

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



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

The New Directions Secondary School community has completed its second year as New York City's first and only middle/high transfer school expressly designed for over-aged youth. Our goal is first to re-engage young people in a school community through establishing strong relationships and sense of community, and, second, to work with those youth to encourage and maintain high levels of academic achievement. We have shown success in these areas over the past year, and are hopeful that we will continue this success as we expand our work into the high school years.

During the 2015 School Year, we worked to engage 153 over-aged sixth through eighth graders utilizing a variety of innovative strategies. We have incorporated a wide range of best practices, drawing from the academic, youth development and equity/ justice domains described by the Department of Education. Over the year, we increased attendance and lowered rates of behavioral incidents. We ended this school year with an annual attendance rate of 66.8%, maintained a spring term with only 8 level 2 or higher behavioral infractions, and, by year's end, reduced cutting school (B-20) infractions to nearly zero.

Additionally, this year, we were able to re-engage students in academic success. 100% of our forty-five (thirty-four from 2014 and eleven from 2015) middle school choice students are on track to be promoted to the next grade by this August 6<sup>th</sup>. Additionally, sixty percent of our transfer middle school students (our most disconnected students who are from 1 to 4 years overage for their grade) are similarly on track to be promoted to the next grade by this August 6<sup>th</sup>.

At New Directions Secondary School our motto is to "Connect Youth to Pathways of Success for Life". This statement embodies our mission to serve youth from the middle school grades in their transition into young adulthood. We work hard to actively build a connective community for students and families through the highly accessible and non-judgmental relationships that each of our staff members actively creates with every student. These essential relationships are maintained through the formal processes of repair and restoration that are employed when there are misunderstandings and problems between students and staff and among our students. Our targeted outreach and ongoing work with families is comprehensive, intensive and continual. We work in conjunction with CBO partner Wediko Children's Services of NY, which provides five advocate counselors, a Site Program Manager, and other part-time clinicians to support the social and emotional growth of every student and the better functioning of our families.

As we build our program for Year 3 with the opening of our Transfer High School in the fall of 2015, the characteristics of New Directions remain as pillars of our school model. We are, first and foremost, a mastery-based learning environment with an instructional model aimed at giving students with poor to moderate attendance the opportunity to reconnect to school. The flexibility of our model allows particularly connected students to be promoted to the next grade level in the middle of sixth, seventh, ninth, or tenth grades, encouraging progress and engagement among students. As a transfer school, New Directions builds a base cohort in both sixth and ninth grades, and works hard to successfully accommodate mid-way transfer students in any grade whenever there is an open seat (grade cohorts do not exceed 54 students). We work hard to support our students holistically, and to this end, each class has its own Advocate Counselor with a caseload of less than thirty students. Additionally, in an effort to engage students in a wide range of ways and to encourage creativity, wellness, and community, each student receives art instruction at least three times per week and physical education, advisory, and health class two to three times per week.

We made progress this year in several areas of the Framework for Great Schools. We improved in creating and establishing "Supportive Environment and Strong Family-Community Ties." In the area of supportive environment, our Quality Review data cites a Celebration Area of High Expectations and notes,

“All stakeholders including the school community partner,

Additional evidence of progress in this area is in our parent involvement rates for parent conferences and other meetings of school-wide focus and in our second consecutive year of high participation rates for NYS ELA, mathematics and science exams.

The area of focus for 2016 is “Rigorous instruction.” As per our Quality Review feedback, our Advance results, and feedback from teachers, we are going to augment the support to all teachers by contracting a single curriculum and instruction support partner, Literature for Life, to work with staff from summer through spring 2016. Specifically we are going to work on indicator 1e (because of our opening of the high school courses) and indicators 3b and 3d. In order to move our work forward in giving voice and choice to students, we intend to structure curriculum, classes and instruction to facilitate discussion among students as well as identify three key (preferred) methods for directly assessing student learning during instruction.

## 09X350 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	151	SIG Recipient	YES
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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	133.6%	% Attendance Rate			74.1%
% Free Lunch	92.5%	% Reduced Lunch			0.9%
% Limited English Proficient	36.5%	% Students with Disabilities			35.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			29.9%
% Hispanic or Latino	70.1%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			1.78
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	1.1%	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	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 Graduation Rate (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				

## 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.

As measured by the Fountas and Pinnell running records, NYS Common Core Assessments, and Performance Series, our students are reading below reading level. Our priority will be to increase students’ reading level by the end of the 2015-2016 school year.

As measured by NYS Common Core assessments and ongoing review of student work on classroom assignments, our students need to build skills in order to formulate arguments and create narratives in writing at a mastery level.

### Part 2 – Annual Goal

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

By June 2016, there will be an increase of two reading levels among our lowest one third (ELA) of students, as measured by the Pearson Reading Level Inventory (RLI).

By April 30th 2016, 30% of our students will demonstrate mastery in writing narratives within the 6th and 7th grades and formulating arguments in writing within the 8th, 9th and 10th grades as measured by a standardized K to 12 writing rubric. (e.g., the AUSSIE Footprints to Literacy).

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All ELA and Social Studies teachers will be trained by ELA lead staff on the proper administration, scoring and analysis of the Pearson RLI.</p> <p>Analysis of RLI baseline in October will indicate our lowest 1/3 bracket of students for whom this goal will be measured.</p>	<p>All ELA and SS teachers; Our Lowest 1/3 literacy students in grades 6 to 10</p>	<p>October 2015-June 2016.</p>	<p>Pedagogical staff members; Literacy department chair; Literature for Life coach; Assistant Principal</p>
<p>Professional development on effective strategies for moving low level older teen-aged readers will be provided by our PD partner at weekly Wednesday PD conferences and through effective inter-visitations, lesson studies and lab-sites. Work with our school mentor will coordinate these structures and strategies for our newer (1<sup>st</sup> to 2<sup>nd</sup> year) literacy teachers.</p>	<p>All teachers; Teacher mentor</p>	<p>August 2015 to June 2016</p>	<p>Assistant principal; Lit for Life coach; School mentor;</p>
<p>On-going (twice monthly) ELA department meetings, led by the ELA chair and supported by the PD coach, will maintain a steady focus on the rising levels of these students, the successful teaching strategies (small group, lit circles, independent reading, shared reading) being used to move these target students' literacy levels. The effectiveness of our independent reading practice, the use of student-teacher conferences and small group instruction will be evaluated at these meetings where necessary revisions will be formulated.</p>	<p>ELA department primarily &amp; all instructional staff indirectly</p>	<p>October 2015 to June 2016</p>	<p>Principal, Asst. Principal, Lit for Life coach, CSD 09 support team</p>
<p>School-wide use of our developmental K to 12 writing rubric will be presented to families at our first and second Open School weeks (September and November). The focus of Open School week in November will be to create a discussion, curiosity and problem solve with families our dilemma with moving student writing up to an authentic high school level.</p>	<p>All families and care givers of students at 09X350</p>	<p>September 2015; November 2015; May 2016</p>	<p>Community Coordinator, Parent Coordinator; AP and Principal; ELA dept and Lit for Life coach</p>

**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.

This goal will be accomplished through our strategic partnership with Re-Design NYC at a cost of approximately \$140K. With the support of CSD 9 Supt., NYC DOE HS Literacy Director and other Central Office expertise (Esther Friedman) we will define and manage this partnership and the impact this work has on our students’ literacy levels. Other costs will be \$40,666 for our Mentor and approximately \$26K for our classroom literacy “supplies”, which includes classroom libraries outfitted to support guided reading and small group instruction in literacy to our student population.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	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.

By February 2016, students reading level will be assessed for improvement of one or more levels on the the Pearson RLI in comparisons with baselines taken in September. For students who have not yet reached this benchmark, small group reading instruction using a standard Guided Reading method, daily use of Just Words or Wilson reading will be provided, depending on the overall reading level. In addition, identified students will be invited to participate in intensive after school interventions two to three days per week using literature circles, MyOn reading and other reading interest and support programs.

By November 2015, teacher will begin using the K-12 writing rubrics monthly to assess students progress toward meeting the goal of achieving mastery in writing narratives and formulating arguments. Formal analysis of our writing baseline administered in October will permit interim and annual goals setting using this standardized rubric.

**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.

Supportive environment strengths:

- 100% of the students at New Directions Secondary School feel connected to at least one staff member
- Many (over 65%) students feel they have three or more adults actively supporting their progress in school
- Students fully participate in the school’s every-other-day advisory program and, when surveyed, report that it is one of their most preferred times of the school week
- By spring 2015 all students at NDSS fully participate in at least one arts class (visual art, drama, music or dance)

Supportive environment needs:

- Active classroom learning support strategies to be routinely employed by teachers and support staff which serve to keep students connected to the classroom and the learning that is to take place each class period
- Tangible community building strategies to be infused into the lesson structure which serve to connect students (discussion, reflections on work, peer evaluation) and build classroom community.
- Training and support of visible student leadership that has voice in all aspects of school governance

### **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 a minimum of 20 students will be trained (as part of a paid in-school internship) in an array of leadership skills including – mediation, debate, advocacy, and public speaking – to support our school’s development of a student leadership council which: 1) actively participates and collaborates with teachers in classroom-based professional development; 2) advocates on school programs and policies on the school’s Leadership Team; 3) meets weekly with the Behavior Intervention Team; and 4) represents New Directions at public forum such as the NYC Transfer High School Conference.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Facilitate a whole school dialogue with all teachers AND counseling staff on the best practices for keeping our students connected to the classroom learning process.</p>	<p>Classroom teachers and advocate counselors</p>	<p>July 2015 to September 2015</p>	<p>Lit for Life coach, AP, Principal and teacher mentor</p>
<p>Provide professional development workshops, lab-sites and departmental focus group supports to all staff in the implementation of the agreed upon best practices for community and connection building in all classrooms at NDSS. Provide .25 PD days before school solely on this topic and on-going support at weekly Wednesday PD through October, 2015.</p>	<p>Lit for Life coach, principal, AP, all classroom teachers</p>	<p>August 2015 to October 2015</p>	<p>Lit for Life coach, AP, Principal and teacher mentor</p>
<p>Identify, vet and train 20 to 30 student intern candidates for the student leadership council from a variety of lessons and experiences facilitated in advisory class.</p>	<p>Key student leaders</p>	<p>October to December 2015</p>	<p>Key teachers, advocate counselors, principal and AP</p>
<p>Integrate student leadership council members into key meetings of the school community – with a facilitator / coach alongside as part of this process.</p>	<p>Student leadership council, Council Coaches</p>	<p>December to June 2016</p>	<p>Principal, SLT, BIT members, Student Leadership Council coach</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will use our TL One Time allocation AND our Title I SWP funds to support the activities necessary to successfully train our Student Leadership Council members. We will use SIG funds to pay for the Literature for Life professional developer of teaching staff. Council coaching will be paid for from SIG funded after school per session funds as this is a key post-graduation readiness goal for our school.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>	<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>

	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other
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**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.

This goal has built-in progress monitoring features. Student participation on the council and support of in-class community / connection building practices will be readily observable by attendance at meetings and effectiveness of classroom instruction (Advance). Reflective conversations on progress and next steps for this CEP goal will take place at our weekly cabinet meetings. By December 2015 ten students will have been recruited and enrolled in this leadership capacity building internship. This number will increase to 20 by June of 2016 as students recruit their peers to this effort.

Student leaders will participate in leadership training led by counselors and teachers. Students leadership development will be assessed based on their report cards notations, course pass rates, teacher observations, and participation in school activities. Peer leaders will participate in at least one peer mediation session by February 2016. By February 2016, we will also see a 5 % decrease in OORS reports compared to September 2015.

**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.

Based on the findings of quality indicator 1.1 from the 2014-2015 Quality Review, one area in need of improvement is to “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.” This increase in collaboration is directly connected to the improvement of this QR finding. The 2014/15 Quality Review reported the following:

#### Strengths:

- Teachers are willing to adjust curriculum planning
- Established department teams
- Teachers work well together
- Some interdisciplinary projects being planned
- Strong support from coaches and consultants
- Use of similar assessments
- Teachers working together during portfolio panel week
- Daily Behavioral Intervention Team meetings where staff address daily behaviors of students

#### Needs:

- More interdisciplinary units to support the portfolio process
- Weekly common planning time
- More frequent department meetings
- Norming assessments and rubrics to provide rigorous instruction
- Use coaches and consultants to help develop lesson plans
- More cohesive system for tracking data

- More input on professional development
- Using support staff effectively

Priority:

- Common planning
- Department meetings
- Tracking data more consistently
- Uniform curriculum across content areas

### **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 Spring 2016 teachers will improve student academic outcomes and overall school academic results through collaboration, as measured by participation in professional development structures offered within a culture of respect and continuous improvement; the use of weekly common planning time to look at student results and plan next steps; the facilitation of weekly department meetings, and shared time to develop units and courses with the support of internal coaches and external consultants.

By June 2016, all teachers will spend at least one period per week co-planning with their department teams, grade teams, or co-teacher teams. Teacher teams will develop cohesion within their instruction as evidenced by a 10% improvement of teacher observations on the Danielson Framework rubric 1e, designing coherent instruction in Advance.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Common planning time will be used to develop interdisciplinary units in the middle school grades using the CodeX and CMP3 curricula. In the high school grades common planning will be used similarly to support the effective delivery of course content and assessment of standards based work using rubrics where appropriate. This time will also be utilized by co-teachers and service providers (SETSS, ELLs, Speech) to differentiate instruction for high need students, while continuing to provide Common Core aligned content.</p>	<p>All content teacher teams</p>	<p>September 2015-May 2016</p>	<p>Pedagogical staff, supervised by coaches and administrators</p>
<p>Teachers will use weekly department meetings to align rigorous content to competencies, standardize instruction, develop assessments and rubrics, and analyze student work.</p>	<p>All content teacher teams</p>	<p>September 2015-June 2016</p>	<p>Pedagogical staff, supervised by coaches and administrators</p>
<p>The parent educational panel will meet monthly to review student progress and help shape communication to the rest of the school community. New online systems will provide parents with access to student grades using a uniform grading system such as JumpRope or Jupiter grades. Use uniform grading system to analyze student progress each quarter/trimester.</p>	<p>Parents and students</p>	<p>October 2015-May 2016</p>	<p>Advocate counselors, teachers, guidance counselors, administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax levy funds and SIG funds will be used to support the coverages necessary to create some of our department meetings and to provide coaching/consulting to the common planning meetings. Title I funds will be used to purchase the curriculum materials necessary for appropriate differentiation.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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The school's administrative cabinet will evaluate the output (unit plans, course curriculum) and outcomes of the teacher collaborations at the end of each quarter (November, January, April, and June). At each of these benchmark dates, changes to the common planning time or departmental meetings will be made based on the evaluation of these outcomes, which include looking at student progress data (attendance, Performance Series results, reading levels moved, etc.)

**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.

As cited in the 2014/15 Annual School Quality Review:

Effective School Leadership strengths:

- Open door and highly accessible
- Visionary and comprehensive
- Collaborative

Effective School Leadership Needs:

- Strategic accessibility
- Space and time to focus and evaluate priorities
- Systems for efficiently monitoring the effectiveness of key school functions delegated to staff
- Systematic and relevant job descriptions for all levels of staff member and volunteer

### **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 June 2016 the principal and assistant principal of 09X350 will have developed a leadership cabinet that meets weekly in the administrator’s space to consider school challenges, monitor progress on goals and vision, propose solutions to immediate problems and long-term dilemmas and effectively utilize human and material resources of the school community – as measured by: the number of key non-instructional functions and systems that are completely managed by other school personnel and a concurrent 20% increase in the number of classroom observations recorded in ADVANCE.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Relocation of the principal’s office to room 163 and the proper outfitting of the office with a large oval conference table, copier and desks.</p>	<p>Global Kids afterschool directors, AP and Principal</p>	<p>July to August 2015</p>	<p>Assistant Principal, School Business Manager, School Secretary</p>
<p>Draft leadership cabinet protocols for 2016 and develop proposed staff position descriptions, including role for volunteers and parents</p>	<p>Support staff members; AP and Prin</p>	<p>August – Sept 2015</p>	<p>NYCLA Mentor, Principal, School Business Manager, Secretary</p>
<p>Set areas for delegation and define performance standards and protocols for reporting and problem solving in the areas of: student recruitment, attendance improvement, technology use, student support services, behavior intervention, purchasing, budgeting, payroll and fundraising</p>	<p>School support staff</p>	<p>July to November 2015</p>	<p>NYCLA Mentor, Principal, AP, School Secretary, School business manager, Wediko Site Manager</p>
<p>Implement 60 minute cabinet meeting structure by the first week of school</p>	<p>School leadership</p>	<p>September 2015 to June 2016</p>	<p>Principal, AP, School Secretary</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>This goal is primarily leveraging the human resources and flexibility of support staff, principal mentor, AP and the School Principal. We will use New HS OTPS one-time allocation funds to outfit the re-purposed administrative suite in room 163. We will use Title I funds SWP to pay for 15 days of the NYCLA mentor. We will conduct reviews of other schools’ leadership cabinet protocols using our CSD 9 contacts.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

Mid-point benchmarks for this goal are: a 20% increase in the pre-January Advance observations resulting in improved classroom teaching efficacy as measured on Advance (domain 3).

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

### Part 1 – Needs Assessment

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

New Directions secondary school’s mission is meaningfully to re-engage students who have previously struggled in school. The amazing work we do directly with students is only as effective as its extension to their families. Family engagement at New Directions is extensive – we seek genuine partnership with our students’ care givers. This engagement has been one of the most valuable components in route to our students’ success. For the past two years, we have been committed to engage every parent in our school through: consistent monthly parent workshops, parent association meetings and an active and relevant school leadership team. We have partnered with the DOE’s Parent Academy and locally with New Settlement’s Parent’s Action Committee to assist us in providing as many resources and perspectives as possible to our parents. Although we use comprehensive parent outreach strategies such as – daily use of school messenger to make informative phone calls, personalized phone calls to note students absence, and home visits by any of the seven counselors, principal, teachers and other staff, we feel a great need to further educate and empower our families with a better understanding of what their child’s strengths and needs are in school. Specifically parents feel desperate on how to assist their child with success in school. Through the meaningful work of our main strategic partner, Wediko Children’s services, we educate and coach families through the issues of school phobia, running away, cutting, drug use, trauma from violence and many other experiences our students are working through towards recovery. We are now ready to educate and empower our families on the academic needs and realities of our students.

### 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 2016 our Parent Educational Panel – made up of at least three families from each of our five grades – will have met at least four times to review and make recommendations to our school’s leadership team on the effectiveness of our curriculum and the success of our instructional practices as measured by the students success rates on the four annual Portfolio Presentation Panel weeks (roughly correlating with the four report card periods of middle school). We want to be as transparent as possible when it comes to the instructional goals that have we set for our students and to genuinely reflect on how we have done as a school along the way, not just in June. The outcome of this goal will be the meetings themselves, and also a higher transfer-student pass rate (from 60% passing to 70% passing the grade and/or courses) as measured at the end of the 2016 school year.

By June 2016, we would have an established Parent Educational Panel consisting of families from each grade of NDSS. The Parent Educational Panel will meet four times to approve and make recommendations on our curriculum and portfolio panel process.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Define a prototype and profile of a “parent”/member of the Parent Educational Panel and create three parent questions focused on this to be recorded in our summer 2015 student intake process. Use this to create a list of 20+ early identified potential Panel members.</p>	<p>Incoming and current parents of NDSS students</p>	<p>June to July 2015</p>	<p>Principal, AP, School Business Manager, Intake team, Community Coordinator</p>
<p>Conduct open houses and outreach to prospective Panel members and conduct initial training of this group in preparation for September Open School week.</p>	<p>Parents of NDSS students, NDSS students</p>	<p>August 10 to Sept. 25, 2015</p>	<p>Principal, AP, School Business Manager, Advocate Counselors, Community Coordinator</p>
<p>Conduct parent walk-throughs once a month to identify instructional strengths and weaknesses and learning results. Complete training and orientation of the Parent Educational Panel in preparation for Portfolio Presentation Panel week in November 2015.</p>	<p>Teachers, Council parents and students of NDSS</p>	<p>October – November 2015</p>	<p>Principal, AP, School Business Manager, Advocate Counselors, Community Coordinator</p>
<p>Facilitate a mid-year Parent Educational Panel retreat to reflect and review our experiences from the fall time period.</p>	<p>School admin, teachers, NDSS parents</p>	<p>December 2015</p>	<p>Principal, AP, School Business Manager, Advocate Counselors, Community Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Title I SWP funds will be used to schedule and pay for Parent Ed Panel training (conducted by New Settlements PAC) and the mid-year retreat. Tax levy funds will be used to pay for the overtime and incidentals incurred by school staff for this process (food for meetings, materials, etc.)</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>	<p></p>	<p><b>Title I TA</b></p>	<p></p>	<p><b>Title II, Part A</b></p>	<p></p>	<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

Mid-point benchmarks would be the numbers and percentage of parents and families showing up for and participating in the student promotional portfolio panels in November and February (occurring quarterly for every student in the school). We currently have about 20 to 25 families participating each quarter and we would expect over 75 families participating by February 2016 and over 100 families by June 2016.

By February 2016, the Parent educational Panel would have met twice, providing feedback on curriculum and the portfolio process, resulting in a 5% increase in student mastery of classes.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Periodic Assessments, Performance Series, Running Records	i-Ready, MyOn Reader, leveled books, modified texts, native language texts	Small group, one-to-one instruction	During and after school
<b>Mathematics</b>	Periodic Assessments, Performance Series, iReady or IXL, CMP3 baseline assessments	iReady or IXL, CMP3, Engage NY assessments	Small group, one-to-one, after school intervention	During, before, and after school
<b>Science</b>	Coach book pre-test, NGSS standards	Coach books, Close reading strategies	Small group, one-to-one, after school intervention	During, before, and after school
<b>Social Studies</b>	Failing grades and poor performance in ELA.	Afterschool Intervention  (Wednesday and Thursday)	Small group; Tutoring	During the school day and afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student intakes, personality inventory, IEPs	Group counseling, individual counseling	Small group, one-to-one interventions	During and after school

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

**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.
<p>As a relatively new and expanding school we advertised a detailed job description including a program description that outlines staff commitments and needed or desired professional and personal background attributes.</p> <p>An 18-D hiring committee of Union Representatives, Students, Assistant Principal and the Principal vetted resumes and panel interviewed and selected qualified candidates as outlined in the NDSS job posting</p> <p>For retention continue to engaged the services of outside professional development vendors Re-design NYC, Eskolta LLC, NYC Math Project and Literature for Life to train and coach staff on every aspect of our school model and student culture. New for 2016 we are engaging a full time mentor from the New Teacher Center affiliation with CSD 9. This mentor will be present five days a week to continually coach teachers and to help maintain our in-class professional development structures.</p>

**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).
<p>Professional development will be provided by Re-Design NYC to help staff implement and appropriately modify our instructional model with an emphasis on literacy proficiency – Reading and Writing – as indicated in our Rigorous Instruction goal. In addition, based on the supervision and observations of teaching practice conducted using the Advance Framework we will direct school mentor, NYC Math Project, Eskolta and other internal resources to effectively support teachers on TIP's or those who exhibit any other needs.</p> <p>Language development PD for our ESL / Bi-lingual department will now become part of our PD initiative with Literature for Life. This will again focus on small group instructional practices and the frequent use of conferencing and informal literacy assessments to customize language instruction.</p> <p>Alternating bi-weekly instructional effectiveness and student progress meetings will be tightly focused on accomplishing our CEP goals which connect to classroom instruction (Rigorous Instruction, Collaborative Teams and Supportive Environment).</p>

**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.

New Directions Secondary School partners with Eskolta School Research and Design since our inauguration in the fall of 2013. For the 2016 school year we will continue to use our partnership to include and empower teachers in the use and selection of appropriate and multiple assessments for our school. This work will include our school-based MOSL committee of teachers and it will serve front and center to develop/adopt a rational and relevant assessment system for each subject in our school. Teachers have previously collaborated with ESKOLTA to design the tests, create project rubrics and to evaluate student work using protocols. This has created a highly collaborative assessment practice program which has been embodied in the Curriculum and Assessment Design Team work for 2015 and 2016.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name		Funding Amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
		Indicate the amount	

	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	214,548.00	X	Pages 11 to 21
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,138,277.00	X	Pages 11 to 21

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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

**2016**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **New Directions Secondary School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The

school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **New Directions Secondary School** will support parents and families of Title I students by:

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

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

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

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

Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**New Directions Secondary School-Parent Compact (SPC)**

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

## **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

- attend school regularly and arrive on time by 8:30 am;
- complete my homework and submit all assignments on time using the school’s learning portal NDSSonline.org;
- follow the school’s Four Agreements and take responsibility for my actions, submitting to the decisions of the Restorative Justice Committee;
- show respect for myself, other people and property by actively participating in at least two student voice and leadership opportunities in school (daily advisory, school wellness council, student leadership council, school leadership team, PBIS team);
- try to resolve disagreements or conflicts peacefully using my Advocate Counselor and the Restorative Justice Team;
- always try my best to learn and follow through on my education “Be Great” is one of the Four Agreements.
-

### 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 Directions Secondary School</u>	DBN: <u>09X350</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>2</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: Three days of Title III extended day instruction for a total of 270 minutes will be provided after school per week. This program began on Tuesdays, Wednesdays and Thursdays in October (10/07/14). This will continue for the length of the school year - just as it will be done for the 2015-2016 school year. This year we are using NY i-Ready to further assess student literacy and language needs - diagnose native and English language gaps and to provide necessary time to build reading, speaking and writing English language confidence and competence. These materials have NOT been used as part of regular classroom instruction and have been purchased to provide a consistent language development framework for our Title III after school program. We are also using NYSESLAT scores to organize students into learning groups based on speaking, listening, writing and reading skills in the after school time. Most students scored the lowest on writing and reading so teachers will target these skills in our supplemental program time. Additional program materials to be used include: modified texts for beginner ELL students on our digital curriculum site; Books in Spanish; and Bilingual Glossaries. The majority of instruction will be provided in English. Spanish will be used when necessary to scaffold student learning. Materials will include Common Core aligned texts that have been modified to fit the needs of English language learners. Bilingual glossaries are also provided.

### Part C: Professional Development

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

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

Begin description here: The Title III teachers will receive professional development from a TESOL certified literacy coach. The PD to be offered is about: text modification and creating modified texts for Title III ELL students. ELLs need to be able to access the same content as their non ELL peers, therefore, a Title III ELL teacher's ability to modify common grade-level texts is essential. Our literacy coach will also offer professional development around taking and analyzing running records for Title III ELL students in Spanish and English. Workshop and planning support will be used to review data and to organize skills teaching and small group instruction. Additional supplemental PD will be offered by CFN 403 staff pertaining to word structure and systematic teaching of vocabulary to support Title III ELL's with content area texts. This professional development will take place bi-weekly and will include a round of modeling and periodic workshops of 3-4 hour length. This PD will occur on Wednesdays and began on 9/10/14 and will go throughout the school year. This PD will be offered to all Title III ELL teachers in each content area.

### Part D: Parental Engagement Activities

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

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

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

> Saturday ESL program for parents in conjunction with another school (Claremont International) on our campus

> An evening workshop for parents to translate, interpret and understand our Mastery Based Grades and Report Cards

> A School Leadership Team sponsored workshop to connect parents of Title III ELL students to our curriculum

> A Saturday presentation, workshop and clinic around issues of Immigration and Naturalization with respect to DACA and changing Federal Governmental Policy

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

### Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>09</b>	Borough <b>Bronx</b>	School Number <b>350</b>
School Name <b>New Directions Secondary School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>James Waslawski</b>	Assistant Principal <b>Nina Morris</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Laura Lusardi</b>	School Counselor <b>Nazeema Baboolall</b>
Teacher/Subject Area <b>Dagmor Luciano/Bilingual Ed</b>	Parent
Teacher/Subject Area <b>Katie Dennison/Special Ed</b>	Parent Coordinator <b>Thalia Whittaker</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>172</b>	Total number of ELLs	<b>53</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>								1	1	1	1			0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	53	<b>Newcomers</b> (ELLs receiving service 0-3 years)	15	<b>ELL Students with Disabilities</b>	21
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	11	<b>Long-Term</b> (ELLs receiving service 7 or more years)	27

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	11	0	0	3	1	2	5	1	7	0
<b>DL</b>										0
<b>ENL</b>	4	0	0	8	2	4	22	1	8	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**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							4	12	10	2				0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian									1					0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Mandink							1		1					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8				0
7	18				0
8	13				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	4	6	1						0
7	18	2							0
8	8	5	2						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	5		6						0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0		
Integrated Algebra/CC Algebra	0	0		
Geometry/CC Algebra	0	0		
Algebra 2/Trigonometry Math _____	0	0	0	
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		

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

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)	11							
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school assesses the early literacy skills of ELLs using various methods depending on the individual needs of students. The assessment tools that we use include: Fountas and Pinnell (in English and Spanish), the San Diego Quick Assessment, i-Ready, Performance Series, myON Reader, and teacher-created assessments. One important insight that these assessments have provided is that many students have literacy skills in their native language (Spanish). Knowing that a student has native language literacy skills informs our instructional plan because it indicates that we should incorporate native language use into instruction in order to access students' prior knowledge. These assessments also provide us with the necessary data to identify students that need remedial literacy support provided in the form small group or individual instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across performance levels on the NYSESLAT reveal that the performance levels are evenly distributed across grades. The largest performance level subgroup is Entering ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses information from the AMAO to identify ELLs who need specific supports, which is provided in the form of small group or individual instruction (pull-out or in small groups in the classroom). Currently, all Entering ELLs receive small group pull-out instruction twice a week. Groups are structured homogeneously to target specific student need and to reach the goals of 1) advancing one proficiency level on the NYSESLAT in between two consecutive years and 2) attaining a proficient score on the NYSESLAT.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - Performance levels are evenly distributed across grades. Our largest performance level subgroup is Entering ELLs. Overall, ELLs score higher on test taken in the home language as compared to test taken in English.

- b. Teachers work with Eskolta to create our school's periodic assessments in ELA and Math. Math periodic assessments are translated into Spanish for students that have stronger Spanish literacy skills than English. After the administration and grading of the periodic assessments, teachers meet to discuss the results, identify areas of needed improvement, and plan instruction that will address student weaknesses.
- c. Analysis of the periodic assessments have shown our school that ELLs do better on tests administered in their home language. Our school uses the home language to support students through the use of teachers and staff that speak the native language, native language assessments, bilingual glossaries, and bilingual classroom libraries.
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](#).]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
We ensure that students' second language development is considered in instructional decisions by using the Data Analysis and AMAO Estimator Tool to look at the progress of ELL subgroups. Information obtained through the AMAO tool is used to provide differentiation in instruction for ELLs. Examples of specific differentiation in instruction that we use are: use of the native language in instruction to access prior knowledge (bilingual teachers, glossaries, texts); providing students with modified English texts that correspond to reading level; and grouping students in a variety of ways.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our programs for ELLs by looking at Title III Data Analysis and AMAO Estimator Tool. We also use our own periodic assessments, teacher created assessments, running records, Wilson Reading, the 6 Minute Solution Fluency Program, and iReady test results to regularly assess ELL progress and evaluate the effectiveness of our programs for ELLs.

## 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.  
Based on the English Language Learner Policy and Reference Guide 2015-16, our school completes the following 4 steps for the initial identification of ELLs within the first 10 days of the new student's enrollment:
- First, we administer the Home Language Identification Survey and complete an interview with the student and parent during the intake. A licensed pedagogue trained in cultural competency, language development, and ELL needs who is also proficient in the home language of the the student/parent participates in this process. Second, if the student's home language is not English, we determine the student's eligibility to take the NYSITELL through a more in-depth interview and review of any prior student school work. NYSITELL eligibility for ELLs entering with IEPs is determined by the school Language Proficiency Team which includes an administrator, the ELL coordinator, a special education teacher, and the student's parent. Third, we administer the NYSITELL and scan answer documents into ATS within 10 school days of the student's enrollment. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters. Forth, we administer the Spanish LAB if the newly identified ELL's home language is Spanish.
- For students entering our school who were enrolled in NYS public schools withing the preceding 2 years, we contact the students sending school within 2 business days to obtain home language designation, NYSITELL and NYSESLAT results, and SIFE status. If we do not receive the requested data within 5 school days of the student's enrollment, we conduct the ELL identification described above.
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).  
Our school begins the process of determination of SIFE status at the time of completion of the Home Language Survey when the parent is asked to indicate prior schooling. If the parent indicates that there has been an interruption or inconsistency in the student's formal

schooling, we proceed with the SIFE identification process for students who are newly identified ELLs, in grades 6-9, and at the beginning/entering or low intermediate/emerging levels of proficiency as indicated in their NYSITELL results. Within the student's initial 30 days of enrollment, our school administers the oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS).

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).

As outlined in the English Language Learner Policy and Reference Guide 2015-16, NYSITELL eligibility for ELLs entering with IEPs is determined by the school Language Proficiency Team. This team is comprised of an administrator on the LAP team, the ELL coordinator (who speaks Spanish), the special education teacher on the LAP team, and the student's parent. Interpretation is provided in the student home language (if Spanish) by the ELL coordinator and via a phone interpreter if it is another language.

The LPT makes their determination based on the results of the interview with the student (in English and the student's home language), the student's history of language use in school and at home, the results of the evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), and information provided by the Committee on Special Education. The LPT uses this information to determine if the student has second language acquisition needs or if the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English. The timeline to accept or reject the LPT recommendation is 20 days.

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.

To ensure that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL score is determined and scanned, the ESL Coordinator prints out letters and sends them home with the students the day after scanning. Copies of the letters are kept in the ESL binder in the event that a student loses the letter or the parent requests another copy.

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).

As of the 2015-16 school year, parents are informed that they have the right to appeal their child's ELL status when they attend the parent orientation following their child's identification as an ELL. The ESL Coordinator follows up with all parents who do not attend an orientation to schedule another meeting or phone conference, during which they are informed of their right to appeal their child's ELL status.

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.

Within 5 school days of ELL identification, the ESL Coordinator sends the student home with a packet of information containing the Entitlement Letter, the ELL Parent Brochure, and the Parent Survey and Program Selection Form. All forms are in the preferred language specified by the parent in the Parents' Preferred Language Form. The Entitlement Letter invites the parent to the mandated parent orientation (offered within 5 school calendar days of the date of the Entitlement Letter), during which they view the Parent Orientation Video in their preferred language. The ESL Coordinator, who speaks Spanish, is present at the parent orientation and ensures that parents understand all three program choices. Attendance records are kept of all parents attending the parent orientations and copies of the Program Selection Form are kept in student cumulative folders. The ESL Coordinator contacts all parents who do not attend to schedule an orientation that fits their schedule.

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.

Within 5 school days of ELL identification, parents receive student entitlement letters (in parent preferred language) detailing dates for the mandated parent orientation. If a parent does not attend the orientation and does not send back the Parent Survey and Program Selection Form within 5 school calendar days of the date of the Entitlement Letter, the ESL Coordinator reaches out to them by phone to schedule a future orientation date and to request that they return the forms as soon as possible. Detailed records are kept by the ESL Coordinator of attempts to gather initial parent selection preference using Appendix K, the ELL Admission Program Data Form. Currently, there is no need to contact parents who have previously chosen a TBE program but because all students have been accommodated. Parent who have chosen Dual Language as their first choice will be notified if a Dual Language Program becomes available by the ESL coordinator.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ESL Coordinator maintains detailed records of attempts to gather initial parent selection preference and spends time each week reaching out to parents (in their preferred language) who have not returned the Parent Survey and Program Selection form. We use Appendix K, the ELL Admission Program Data Form to monitor complete and incomplete forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ESL Coordinator prints out Parent Notification letters (in parent preferred language) and distributes them to students at the end of the day to take home to parents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

CR 154 mandates that we keep copies of ELL documentation on file. The ESL Coordinator maintains an ELL Folder of Critical Documents in a secured location in the pull-out room, which contains dated and signed copies of the following documents for easy review:

- Home Language Identification Survey
- Parent Survey and Program Selection Form
- Program Placement Letter
- Entitlement Letters for newly identified ELLs
- Continued Entitlement Letters for continuing ELLs
- Non Entitlement Letters
- Language Proficiency Team NYSITELL Determination Form

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.

Each year, the ESL Coordinator creates a testing schedule of NYSESLAT-eligible students (identified using the RLER report in ATS) to ensure that all sections of the NYSESLAT are administered to all ELLs in an efficient and timely manner. Once a schedule has been created, teachers and administrators who are available to assist with testing and scoring are also identified and trained in administering the NYSESLAT. Parents of students who are frequently absent are contacted to ensure that they will be present on the days of testing. Once testing has begun, the ESL Coordinator maintains accurate records of students who are absent for a section of the test to ensure that they are scheduled to be tested within the testing window on a later date. Since NDSS is a transfer school and many students have high rates of absenteeism, the ESL Coordinator, administrators, and school counselors contact student parents to encourage them to come in to school if they have missed any section of the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ESL Coordinator prints out and distributes Continued Entitlement and Transitional Support parent notification letters to students at the end of the school day before September 15<sup>th</sup>. Letters are sent in the preferred language of the parent.

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).

Because NDSS is a new school entering its third year, there is only preliminary evidence that the trend in program choice is Transitional Bilingual Education. Of the 6 new ELLs that came to our school last year, 5 requested TBE and 1 requested Free-Standing ESL. As per the Aspira Consent Decree, program models offered at our school are aligned with parent requests, as all 6 students were placed in the program of their choice.

## 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.

ELLs in the Freestanding ENL program at our school are grouped by grade level in cohorts of similar proficiency level. Our school differentiates in the purest form by supporting ELLs in either ELA or content areas, based on NYSESLAT and ELA scores. Some students need more support in content language. In this case, an ESL teacher pushes into the content classroom (Integrated ESL), and works with the content teacher to ensure that the student's second language acquisition needs are being met to facilitate content learning. Other students need to focus on reading and writing skills. These students receive pull-out (Stand-Alone ESL) small group instruction that targets their specific literacy needs.

- b. TBE program. *If applicable.*

The TBE program at our school consists of two cohorts of students: 9<sup>th</sup> graders in the high school, and 7-8<sup>th</sup> graders in middle school. The cohorts are of mixed proficiency levels and travel together as a group. Students receive

content in Spanish and English and students in need of extra instruction are pulled out in small groups by an ESL teacher (Stand-alone ESL). Content areas taught in Spanish include Math, Science, and Social Studies/History.

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)?

As per the mandates of CR 154, our school ensures that the mandated number of instructional minutes are provided by building our program and its student cohorts around ELL needs. Each year, the ESL Coordinator uses the RNMR report in ATS to review NYSESLAT scores and student proficiency levels. Then, the scores and proficiency levels are used to calculate actual minutes based on student schedules. Finally, students schedules that fall below required minutes are modified (either with push-in ESL or pull-out ESL) to ensure that all required minutes are achieved. Units of study per proficiency level are as follows:

Grades 6, 7, and 8

Entering: 360 minutes

Emerging: 360 minutes

Transitioning: 180 minutes

Expanding: 180 minutes

Commanding: 90 minutes

Grades 9-12:

Entering: 540 minutes

Emerging: 360 minutes

Transitioning: 180 minutes

Expanding: 180 minutes

Commanding: 90 minutes

The Freestanding ENL Program uses individualized differentiation as its guide to providing students with instruction that will help them succeed. Home language support is a key element of the differentiation provided to students: most teachers speak the home language of the students and use the student's NYSESLAT English proficiency levels as guide to provide them with home language support in both content area learning and literacy development.

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.

In the Free-Standing ENL program model, core content is delivered using up to 25% of home language support (Spanish). This may include assessments translated into Spanish, bilingual glossaries, and bilingual texts. Students also receive push-in support from a certified ESL teacher.

In the Transitional Bilingual Program, students receive content (math, social studies, science) from teachers who are bilingual (Spanish/English). Instructional supports include bilingual glossaries, bilingual texts, and exams translated into Spanish.

For both programs, ESL teachers provide content area support for ELLs by modifying texts and by teaching students how to use other supports such as bilingual glossaries, cognate identification, and non-verbal cues.

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

There are many opportunities for ELLs to be appropriately evaluated in their home language throughout the year: we translate our periodic assessments into Spanish; we conduct running records (Fountas and Pinnell) in Spanish; teachers create content area assessments that have been translated into the student's home language. Students also have ample opportunities to read in their home language and report back on it in English or Spanish with teachers who are bilingual.

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

While we do use exams and other programs (NYSESLAT, Fountas and Pinnell, periodic assessments) to evaluate student English acquisition in the four modalities throughout the year, we also encourage students to self-assess in each modality. As part of the ELA curriculum, students engage in self assessments and revisions of their writing, monitor their own and their peers' pronunciation growth in the 6 Minute Solution fluency program, and sharpen their speaking and listening skills by creating recordings of their own writing.

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

a. SIFE

b. Newcomer

c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Because our school uses an asynchronous curriculum, it is well suited to SIFE students. SIFE students are able to pick back up where they left off after an extended absence. Much of our curriculum is on-line and accessible to students that do not come to school every day.

Necomers at our school receive extensive home language support through the use of bilingual texts, exams, libraries, and glossaries. Most teachers at our school are fluent in Spanish and able to use student' previous knowledge as a framework for new learning.

Developing ELLs continue to receive support in the form of the home language (see above).

Long Term ELLs at our school often have low attendance, and, in addition to receiving individualized instruction in the form of pull-out groups, receive concentrated outreach efforts to increase their attendance.

We currently have 1 ELL in the former ELL subgroup, and our plan is to continue to identify areas of need and individualize instruction.

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.

As per the English Language Learner Policy and Reference Guide 2015-16, between 6-12 months from the date of re-identification, the principal reviews the decision to ensure that the student's progress has not been adversely affected. This includes speaking to the student's teachers (including a certified ESL teacher), looking at the student's work, and speaking to the student and their guardian. If it is determined that the student's work has been adversely affected, the student receives additional support services as per CR 154.

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?

At New Directions, teachers of ELL-SWDs support our students in whole class, pull-out, and small group settings. Students are given materials when appropriate in their native language in order help activate prior knowledge. This not only helps students to make connections in their work, but often gives them the opportunity to demonstrate content knowledge that they might otherwise be unable to access. Teachers of all subjects incorporate visuals into their daily lessons, as well as technology. Students have the opportunities as well to use laptops in all of their classes, which gives teachers greater flexibility to differentiate content as well. In addition to these strategies to promote content knowledge acquisition, students are also given language support to accelerate English language development. Students who qualify receive Wilson Tier II and III interventions, and all students engage in guided reading groups throughout the week. In addition, students are taught a variety of vocabulary strategies in their content classes, including using context clues, bilingual dictionaries and glossaries, and using roots to determine word meaning.

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?

At NDSS, we have worked to create a curriculum that is built around differentiation. Students have lots of choice in their work, and teachers are able to target instruction towards individuals, which ensures that all students are able to access the content to achieve their IEP goals and attain English proficiency in the classroom setting. In addition, NDSS has integrated co-taught classes, where teachers are able to use flexible grouping and differentiate for their ELL-SWDs. We offer classes co-taught with ESL teachers so that students are able to receive their ESL services without losing instructional time. Other students receive pull-out and push-in services to help them attain English proficiency in the least restrictive environment. In addition, high schoolers are offered a literacy elective that furthers all students, not just ELL-SWDs in their English language development. By having this flexibility in the scheduling, students are able to receive specialized instruction throughout the day as opposed to simply in an ESL classroom.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

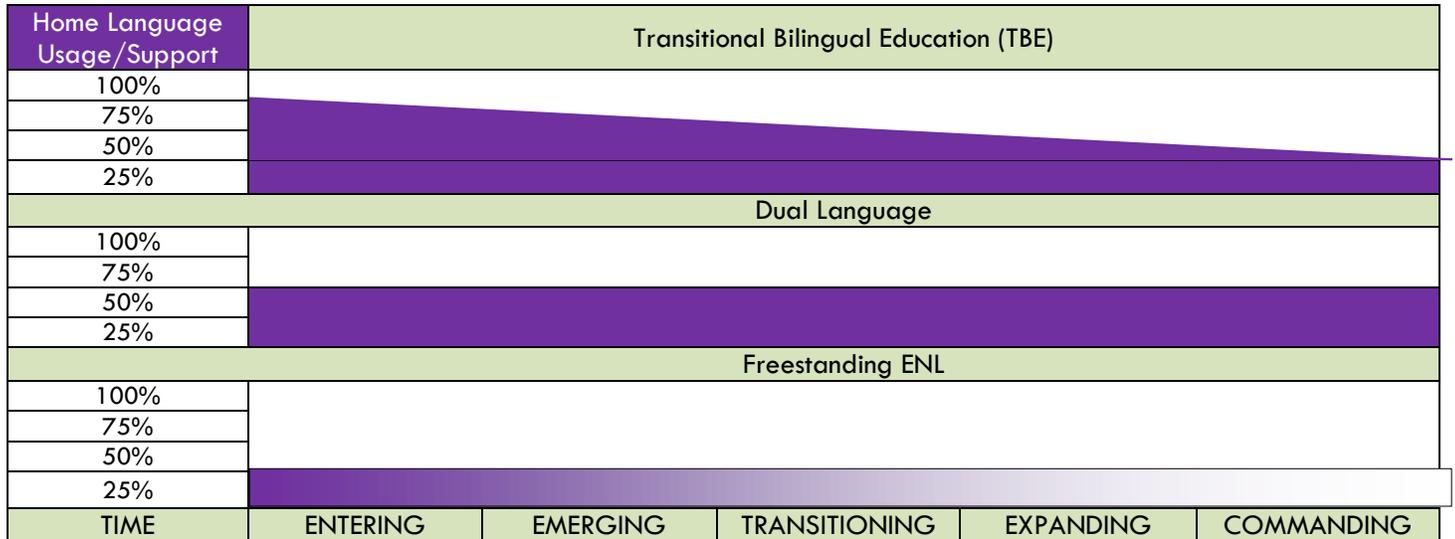


\*Note “other approved services” does not apply to New York City at this time.

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. This year our targeted intervention subgroups are Entering and Emerging ELLs. The first two years of working with ELLs at our school taught us that these subgroups are the most difficult to reach because they have very low basic literacy and math skills. For the 2015/16 school year, we will target these subgroups through regular pull-out with an ESL teacher that is bilingual in English/Spanish (native language use for intervention). Our plan is to improve their literacy skills so that they can be more successful in ELA, math, science, and social studies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
While we have identified areas of needed improvement (more small group pull-out is needed for Entering and Emerging ELLs), we have also seen the effectiveness of our program and its ability to meet ELL needs in both content and language development. Last year, two Entering ELLs advanced from A to H on the Spanish Fountas and Pinnell reading level. This coming year, we will apply their newly developed literacy skills to begin English literacy instruction. In the eighth grade, three Entering ELLs demonstrated improved writing in English when they wrote responses to non-fiction articles for the first time. All Entering and Emerging ELLs showed improved engagement in content areas when compared to last year.
12. What new programs or improvements will be considered for the upcoming school year?  
We have more certified ESL teachers this year, which enables us to provide additional targeted support in the form of pull-out small group instruction.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are invited to all school programs with letters sent home and translated in the preferred home language of their parents or guardians. This year, several Entering ELLs participated in an after-school program run by Global Kids, where they were able to converse in their home language with Global Kids instructors. In addition, ELLs regularly participate in after-school academic intervention services to get extra help with classwork and portfolio cover letter writing.
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.  
In order to support ELLs our school uses the Wilson Reading Program, myOn Reader, Reading A to Z, iReady, The 6 Minute Solution fluency program, bilingual glossaries, bilingual libraries, flashcards, and translated assessments and exams in the content areas.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In the TBE program, home language support is delivered through bilingual instruction by teachers who are fluent in Spanish and English. In addition, Entering and Emerging ELLs receive intensive literacy support in their home language because research has shown that literacy skills developed in the home language are transferrable to literacy skills in the second language. Students have access to bilingual assessments/exams, bilingual libraries, and bilingual glossaries.  
  
In the ENL program, students also receive about 25% of instruction in the form of home language support by ESL teachers who speak Spanish. Similarly to the TBE program, students have access to translated assessments/exams, bilingual libraries, and bilingual glossaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Since we are a transfer school and our students are overage, we are very careful to select appropriate materials that will engage students while still delivering the required support to develop their literacy skills and knowledge in the content areas. For example, the ELA department ensures that independent reading books are on point for cultural, grade, and age needs using a book interest survey that students complete to help the teacher identify books that match their individual interests. These interests, combined with results of Fountas and Pinnell running records scores, are used to provide students with engaging texts that target their reading level +1. Whenever an appropriate book cannot be identified, teachers modify existing texts to meet the needs (age, grade, interest level, cognitive needs) of ELL-SWDs. Research has shown that students make the most improvement when they read one level above their current reading level.
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).  
In addition to the Parent Orientation for new ELLs, our ELLs are invited to the Summer Bridge Program in August, where they can meet teachers, school counselors, the parent coordinator, the ESL coordinator, the principal and assistant principal, and other students. ELLs who enroll throughout the school year receive letters home inviting them to participate in after-school programs such as Global Kids.
19. What language electives are offered to ELLs?

9<sup>th</sup> grade ELLs take a literacy elective focused on improving writing skills. These students complete assignments weekly which are used to identify areas of needed improvement and next steps in the revision process.

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)?

N/A

## 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.)  
Since all teachers at our school are teachers of ELLs, all staff receive professional development to help ELLs improve their literacy skills. Our teachers work regularly with NYC Writing Project, Eskolta, Redesign, the NYC Math Project, IZone NYC, and our network leaders to improve their practice.
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?  
Teachers receive regular professional development from Redesign and the NYC Writing Project to improve their teaching of literacy skills to ELLs and to align their teaching to the Common Core. Bilingual and ENL teachers regularly attend PDs on teaching struggling readers by Really Great Reading.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Guidance Counselors at our school maintain updated information on transitioning students from middle school to high school. They meet regularly with teachers of ELLs to provide them with the necessary information for students.
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.

As per CR Part 154, all teachers and administrators at our school receive professional development that specifically addresses the needs of ELLs (more than 15% of the required professional development time). For example, last summer, all teachers received PD around best practices for co-teaching strategies which specifically addressed strategies for working with English Language Learners and integrating language and content. Throughout the year, the ESL coordinator regularly offers PDs around second language acquisition that focuses on strategies for content area teachers working with ELLs. Bilingual and ENL teachers regularly attend PDs on teaching struggling readers offered by Really Great Reading. Records are maintained by the school secretary.

### 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?

The ESL Coordinator prints out and distributes Entitlement, Continued Entitlement and Transitional Support parent notification letters to students. Letters are translated and sent in the preferred language of the parent. After letters are distributed, teachers of ELLs contact parents (using a phone interpreter if necessary) to discuss test results and language development needs in all content areas and to schedule an individual meeting. Teachers keep detailed records of their contact with parents and records are kept on file in the ESL Coordinator's room.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
2 above: All records are kept in the ESL binder in the ESL coordinator's classroom.

Our parent coordinator encourages ELL parent involvement by reaching out to parents of ELLs in their preferred language (most of our teachers and staff also speak Spanish) whenever there are activities in which parents can be involved. We also provide translated information for students to take home to their parents. Parents of ELLs participate in our annual Wellness Fair, the PTA, bake sales, and assemblies.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A

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

We evaluate the needs of the parents through regular outreach by the parent coordinator, teachers and counselors using the preferred language of the parent.

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

Our parent coordinator, teachers, counselors, and staff conduct regular parent outreach in the preferred language of the parents.

### 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: New Directions Secondary School**

**School DBN: 09X350**

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)
James Waslawski	Principal		9/10/15
Nina Morris	Assistant Principal		9/10/15
Thalia Whittaker	Parent Coordinator		9/10/15
Laura Lusardi	ENL/Bilingual Teacher		9/10/15
	Parent		1/1/01
Katie Dennison	Teacher/Subject Area		9/10/15
Dagmor Luciano	Teacher/Subject Area		9/10/15
	Coach		1/1/01
	Coach		1/1/01
Nazeema Baboolall	School Counselor		9/10/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

DBN: **09X350**

School Name: **New Directions Secondary 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.learn DOE.org/tiu/lac](http://www.learn DOE.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 language preferences of the parent community for both written and oral communication using Part III of the Home Language Survey, ATS reports, the students' Emergency Contact cards, and regular outreach by school staff. Languages preferences will be entered into a report by class and grade and updated regularly.

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.

English, Spanish

**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.)

Parent-teacher conference announcements, after-school program information, New York State testing dates, invitation to the Summer-Bridge program, Wellness Fair announcement

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.

ELL Parent Orientations (within 10 days of student admit), Yearly ELL Parent Conference, Parent-Teacher Conferences (twice a year), informal calls to parents made by counselors, teachers, and administrators

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

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

All documents in need of translation into Spanish are translated in-house by school staff who are fluent in oral and written Spanish. We plan ahead to ensure that translated documents are distributed at the same time as English documents. We also keep a running list of bilingual staff who can be called upon to interpret.

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.

Interpretation needs are also provided in-house by school staff. Many of our teachers, counselors, and support staff are fluent in Spanish.

### **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.)

Our Parent Coordinator and ESL Coordinator will attend trainings at the Language and Interpretation Unit and will disseminate this information to staff via email and at staff meetings. All staff receive the T&I brochure and the Language ID Guide ("I Speak...").

## **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

As per the Chancellor's Regulations A-663, our school fulfills the parent notification requirements for translation and interpretation services by 1) making sure that parents whose primary language is not English receive a copy of the Bill of Parents Rights and Responsibilities and 2) posting a sign in a visible location that informs parents of the availability of interpretation services.

## **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)

Staff conduct regular outreach to parents and use informal feedback from these conversations to assess the quality and availability of the translation and interpretation services that our school provides.