

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X513

School Name:

NEW WORLD HIGH SCHOOL

Principal:

FAUSTO SALAZAR

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: NEW WORLD HIGH SCHOOL School Number (DBN): 11X513
Grades Served: 9 – 12
School Address: 921 EAST 228TH STREET – 4TH FLOOR, BRONX, NY 10466
Phone Number: 718-696-3800 Fax: 718-696-3801
School Contact Person: CATHERINE KAVANAGH Email Address: CKAVANA@SCHOOLS.NYC.GOV
Principal: FAUSTO SALAZAR
UFT Chapter Leader: JEFFREY BRIGGS
Parents' Association President: JUANA GONZALEZ
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): FLOR NAJERA
ALBIONA BRAHIMAJ

District Information

District: 11 Superintendent: CARRON STAPLE
Superintendent's Office Address: ONE FORDHAM PLAZA, BRONX, NY 10458
Superintendent's Email Address: CSTAPLE@SCHOOLS.NYC.GOV
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: 2 Director: JOSE RUIZ
Director's Office Address: 1230 ZEREGA AVENUE, BRONX, NY 10462
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)
FAUSTO SALAZAR	*Principal or Designee	
JEFFREY BRIGGS	*UFT Chapter Leader or Designee	
JUANA GONZALEZ	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
ALEXANDRA ORTIZ	Title I Parent Representative (or Parent Advisory Council Chairperson)	
FLOR NAJERA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
ALBIONA BRAHIMAJ	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
MITHAT GASHI	Member/ STAFF (CSA)	
HASSAN TMIMI	Member/ STAFF (CSA)	
CATHERINE KAVANAGH	Member/ STAFF (UFT)	
GERARDO CARPIO	Member/ STAFF (UFT)	
YVONNE EDWARDS	Member/STAFF (DC-37)	
ZYRAFRETE BRAHIMAJ	Member/ PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JULIETA MARTINEZ	Member/ PARENT	
ROCIO MOREIRA	Member/ PARENT	
GRAVITANIA FELIX	Member/ PARENT	
ENDY TORRES	Member/ PARENT	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

New World High School was founded in September 2004 with the goal of establishing a small learning community that addresses the needs of students with limited English Language proficiency. Our student population consists of recent immigrants to New York City as well as ELL students attending various Middle schools in District 10, 11, and 12 in the Bronx. New World High School's mission is to apply a variety of research-based strategies to teach and prepare ELLs for college. Like most comprehensive high schools, we offer a wide range of general academic courses, with equal emphasis on developing language acquisition skills and content knowledge. Our students come from 23 countries and speak 40 different dialects/languages with different levels of English language proficiency and a wide range of literacy competency in their native language. As a result, we have developed several structures to provide extra support for all students. For example, students at different grade levels receive extra instructional time in ESL, Mathematics, Science, and Social Studies. Advanced ELLs are challenged to take more rigorous classes such as Pre- Calculus, College Writing, Chemistry, Physics, College Now classes and Advanced Placement classes in Spanish and French.

Our teachers consistently use different entry points and scaffolding to support content and language acquisition. They use the SIOP (Sheltered Instruction Observation Protocol) to plan lessons and deliver instruction. The SIOP model provides coherence as teachers ascertain the agreed upon elements of a unit and lesson plan, such as content and language objectives, vocabulary instruction, as well as building connections to real-life situations.

In addition, our curriculum maps follow a practical progression and are aligned to the Common Core Learning Standards. Teachers integrate interdisciplinary projects to ensure that instructional shifts are implemented and there is coherence in the content area. In this way, students will be able to make the necessary connections between various subject area disciplines.

In addition to after school programs such as PM school and Saturday Academy, designed to support students in need of improvement in different subject areas, New World High School offers a variety of extracurricular activities and opportunities for students to do community service. The extracurricular activities include visual arts and performing arts, as well as PSAL teams (volleyball, soccer, basketball, lacrosse, and track and field).

We have established strong collaborations and partnerships with different organizations and initiated new ones. Some of the organizations and partnerships include, Fordham University PSO, PENCIL, YPI, Mid-Hudson Review, Bronx Institute, Morris Heights, College Now, Hostos Community College, Lehman College and School of Professional Studies. These collaborations and partnerships have played a significant role in supporting the school vision and mission, and provide additional support in areas of teacher development inside and outside the classroom and student advancement. Through our PENCIL partnership, we have established a science webinar series to expose students to the work that scientists do in the field. We are forging a partnership with a school district in Kentucky who will participate along with our students in the science webinars this coming year. The YPI program permits students to conduct research with Bronx based not-for-profit organizations. They work in teams to identify social issues in the community. Each team selects a charity that is working on addressing a social issue. To gain a deeper understanding of the work that the charity is doing, the team conducts personal interviews with the workers of the organization. Each team is referred to multiple sources of evidence to show the impact of the charity they have selected. The students integrate research and analysis and produce a multidimensional presentation to the faculty and student body. Also, our teachers participate in a series of professional developments in common core ELA and mathematics, Science, ELL strategies such as scaffolding and utilizing SIOP and QTEL, which is provided by Fordham University.

School's strengths:

Based on the Data presented in the School Quality Guide Summary, New World High School is in good standing. This achievement is particularly reflected in the measures of student progress, college and career readiness, and closing the achievement gap in which the school exceeded the New York City and Peer set target. Additionally, New World High School was selected as one the top ten High Schools in the country that is best serving the ELL population according to an independent study conducted by Stanford University this past Spring.

The key areas of focus for the upcoming academic year are:

- Enhance teacher instructional best practices to increase students' overall academic performance in all subject areas. Teacher teams will be directed within and across all disciplines to increase inter-visitation/lesson study, utilize data analysis with the focus of increasing student-to-student interaction/discussion, and student self-assessment.
- Increase the level of rigor in all subject areas. Teachers will implement targeted instructional strategies to develop students' content knowledge, skills and language acquisition. Curricula and academic tasks will be refined using student work and driven by data that teacher teams collate so that individuals and groups of students, including the lowest and highest achieving students, ELLs, and students with special needs, will be provided multiple access to the curriculum.
- Develop students' verbal, written, and analytical skill sets. Teachers will use a variety of instructional approaches, such as engaging in inquiry-based learning, using evidence to support an argument in a clear coherent written form as well as in discussions across all disciplines, deducing an explanation of the results of an experiment, developing observation skills during the inquiry process, analyzing and interpreting data, and using reasoning and computational skills. Strengthening these skills will drive the communication and collaboration abilities necessary for college and career readiness, while meeting some of the tenets of the Common Core Learning Standards.

11X513 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	415	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	14	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.8%	% Attendance Rate			91.1%
% Free Lunch	94.8%	% Reduced Lunch			3.0%
% Limited English Proficient	73.8%	% Students with Disabilities			6.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.5%	% Black or African American			9.2%
% Hispanic or Latino	71.1%	% Asian or Native Hawaiian/Pacific Islander			11.7%
% White	6.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			16.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			4.08
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	49.4%	Mathematics Performance at levels 3 & 4			57.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.8%	% of 2nd year students who earned 10+ credits			87.0%
% of 3rd year students who earned 10+ credits	91.8%	4 Year Graduation Rate			75.0%
6 Year Graduation Rate	78.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

School’s strengths:

Based on the Data presented in the School Quality Guide Summary, New World High School is in good standing. This achievement is particularly reflected in the following areas: measures of student progress, college and career readiness, and closing the achievement gap, where the school exceeded the New York City and Peer set target. In addition, New World High School was selected as one the top ten High Schools in the country that best serves ELLs by an independent study conducted by Stanford University this past Spring. Further analysis from the school quality guide on students’ outcome indicates that the average percent passing rate by August 2014 in Integrated Algebra was 75 and in ELA was 87.

School’s needs:

According to last year’s data analysis of summative assessments, Common Core Mock Regents and Common Core Regents results, it is clear that we need to enhance our teaching practices to show more improvement in the passing rate in the Common Core Regents Integrated Algebra and ELA. In May 2015 we administered a Common Core Integrated Algebra Mock Regents exam, in which 18 students passed out of 60 students who took the test.

Furthermore, in June 2014, out of 137 9th grade students who took the Common core Integrated Algebra Regents, 19 students passed, and in January 2015, out of 34 9th grade students who took the common Core Regents in Integrated Algebra Regents, 17 students passed.

Priority needs that will be addressed in the goal and action plan identify the areas in need of improvement based on data analysis of Common Core Regents Exams, midterms, finals, quizzes, and formative assessment trends to inform instruction by implementing targeted instructional strategies based on students need.

Part 2 – Annual Goal

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

By August 2016, all teachers instructing English Language Learners will implement targeted instructional strategies that will result in at least a 3% increase in the Regents passing rate in both ELA and Math as measured by the NYS Assessment

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Refine units of study that are aligned to the common core • Enhance lesson plan coherence through lesson study using the SIOP model to include language objective, scaffolding, vocabulary instruction, connections to real life situation. • Lesson delivery reflection checklist • Use of Data analysis of past common core assessment and mock exams in both CC ELA and CC Integrated Algebra to identify the areas in need of improvement to adjust pacing and inform instruction. • Engage all teachers in a series of hands on professional development sessions such as Lesson Plan Study followed by inter-visitation to focus on lesson planning, delivery of instruction and assessment. • Inquiry team/ SIFE team to assess the progress through grade level, examining student work and Data Analysis sessions. • Use of electronic platform (Google docs) and protocols assigned to each teacher team meeting to focus on the work and share notes. 	<p>All teachers</p> <p>All students</p>	<p>Ongoing</p> <p>until</p> <p>June 2016</p>	<p>Teachers and school administration</p> <p>Guidance</p> <p>Professional development committee</p>
<ul style="list-style-type: none"> • Provide a series of Parent workshops to address cultural & linguistic needs of newly arrived immigrant families; introduction to content curricula; computer workshops to show parents how to access school and grade data; overview of formal & informal assessments. • Increase families involvement in school events such as multicultural show, PA meetings, open school nights. 	<p>Parents for students</p>	<p>Ongoing</p> <p>until June 2016</p>	<p>Teachers</p> <p>Guidance</p> <p>Administration</p>

<ul style="list-style-type: none"> • Activities among teachers such as collaborative discussions and sharing best practices will build trust • Establish rapport and informative discussions that keep a network tie between students-parents and school staff to ensure they are in line with all curricular decisions, assessments and programming rationale. (ex: Parent meetings where they are able to discuss and provide input on choices the school is making on curriculum decisions such as course offerings, etc.) • Creating more involved system of checks to ensure uniform policy, attendance rate, lower truancy, etc., which will all create stronger trust between students. • After school programs, non-academic activities, clubs, teams, culture clubs, etc., to bolster strong school community. 	All students, parents, members of the community and staff	June 2015 through August 2016	Support staff in office Teachers Counselors Principal Assistant Principals

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The time used for these activities will be the already assigned Professional Development time. The only funding we will need is for staff members to attend conferences related to SIOP other than those offered by Department of ELLs. Materials needed would be guides and resources around instruction such as SIOP manuals, textbooks and data analysis from books from ASCD.</p> <p>Curricula will be adjusted/developed; therefore, afternoon and weekend sessions will be scheduled with teachers to make sure that the curriculum will be aligned with the Common Core requirements and Danielson Framework.</p> <p>Parent engagement will include a series of workshops informing the parents of regents’ expectations and how they can better understand and assist their children at home.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, data analysis of students’ final exam performance will show an increase of 1.5% in both ELA and Math.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

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

Part 5 – Progress Monitoring

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

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.

School’s strengths:

Teacher teams include grade level teams, content teams, interdisciplinary teams, data inquiry teams, SIFE and Former ELLs team and PD teams who meet weekly. According to the quality review findings, the teachers at New World High School meet regularly in grade level teams, content area teams, interdisciplinary teams, or data inquiry teams. Protocols are utilized to focus teachers on the work and notes are shared on an electronic platform accessible to all staff and administration. Interdisciplinary teams and content teams develop units of study that support the instructional coherence across grades and among grades. Teachers analyze data regularly. For example, after each Regents administration, an item analysis is performed, looking for trends and areas of improvement. Additionally, teachers gave a mock English Regents, where the item analysis revealed that students needed more intense support with vocabulary and reading comprehension. As a result, teachers revised curricula for students’ specific needs for identifying context clues, direct/indirect vocabulary instruction and read strategies. Preliminary data shows increased achievement in academic vocabulary use across subjects. Teachers use NYSESLAT data for classroom placement, and Individual Education Plan (IEP) data for students with disabilities.

School’s needs:

Additional analysis from the MOTB indicates that New World High School overall teacher observation report shows 6% Developing, 66% Effective and 28% Highly effective. Further analysis of the MOTB indicates a need to improve the categories under the Danielson Framework for Teaching 3b and 3d.

Priority needs that will be addressed in the goal and action plan are to strengthen questioning and discussion techniques and approaches to assessment through collaborative teacher meetings in examining student work sessions, data analysis, and lesson study/inter-visitations.

Part 2 – Annual Goal

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

By June 2016, all teachers instructing English Language Learners will work collaboratively to examine student work and to conduct data analysis resulting in at least a 2% increase in the overall passing rate as measured by NYS ELA Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Promote collaboration between teachers through:</p> <ul style="list-style-type: none"> • Examining student work: Teachers will meet in teams to examine and evaluate student work and to use data from assessments to make adjustments to instruction. Each teacher team will discuss the work's strengths and weaknesses, and the work's connection to the standards. Based on the team's diagnosis of the students' performance, teachers will discuss what further steps and strategies are needed to improve the student's academic performance. • Marking Period Analysis: At the end of each marking period, teachers conduct an analysis of the marking period data on student performance and progress. They discuss areas of student success and the reasons for their success. Teachers also identify root causes for the successes and strategies and possible interventions to address challenge areas. • Curriculum meeting sessions to ensure attainable progression and assessments are aligned to the Common Core Learning Standards. • Interdisciplinary grade level team meetings • Weekly professional development meetings • Inquiry team/ SIFE team to review the progress of underperforming students and conduct interviews with both students and teachers to design targeted academic intervention plan. • Use of electronic platform (Google docs) and protocols assigned to each teacher team meeting to focus on the work and share notes. 	<p>All students</p> <p>New teachers</p>	<p>September 2015</p> <p>through</p> <p>June 2016</p>	<p>Administration and teachers.</p> <p>Data specialist</p> <p>Teachers with three or more years of experience</p>

<ul style="list-style-type: none"> • Data analysis team meetings to examine student performance and progress using past common core and mock exam assessments in both CC ELA and CC Integrated Algebra to identify the areas in need of improvement and adjust pacing schedule and/or modify instruction. 			
<ul style="list-style-type: none"> • Incorporate ELL strategies in content areas. • Work closely with the special education teacher, guidance counselors and paraprofessionals. • Heterogeneous meaningful grouping, open communication among teachers in the same department as well as across content areas 	All students	September 2015 through June 2016	Teachers, guidance counselors and paraprofessionals
<ul style="list-style-type: none"> • Work with guidance counselors to create an outreach plan • Implement specific translators for outreach plan • Inform parents of new app replacing ARIS in the 2015-2016 school year where parents can check student grades, attendance records, and standardized test scores • Monthly parent newsletter that includes curriculum information, home enrichment questions, important dates, honor roll students, and staff highlights. • Monthly parent workshops 	All students	September 2015 through June 2016	Teachers, guidance counselors, paraprofessionals, administrators, translators, parents, office support staff
<ul style="list-style-type: none"> • By working together, teachers build trust between one another through shared lessons, student work and data. They can then derive recommendations from one another to improve instruction and classroom environment • Teachers will meet on a weekly basis in order to discuss culturally responsive pedagogy. We will discuss particular concepts that can be elucidated in a culturally relevant manner for particular groups of students. 	All students	September 2015 through June 2016	Teachers, guidance counselors and administration

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.											
For this goal no additional resources will be required as it is already embedded in the Professional Development blocks.											
Parent outreach will require funds for translation services in addition to producing the newsletter.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 January 2016 Teacher Teams will have developed and applied two strategies to improve student questioning and discussion techniques.

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.

School’s strengths:

Teacher teams include grade level teams, content teams interdisciplinary teams, data inquiry teams, SIFE and Former ELLs teams, and PD teams which meet weekly. Based on the past two years, MOTB 2013-2014 and 2014-2015, there is evidence of increase in the area of delivery of instruction. This is mainly due to existing teacher team structures that have been put in place. Our teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students. This set of expectations enables clear, focused, and effective feedback for students and is further supported by guidance/advisement to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level.

School’s needs:

After examining the current structures of teacher teams, we recognize the need to strengthen the team by further assigning leadership roles to teachers to facilitate teacher meetings in order to maximize student productivity.

Priority needs that will be addressed in the goal and action plan are to further empower teacher teams by assigning leadership roles during teacher team meetings. The action plan will be for teachers to take a leadership role in each of the teams through a rotation process. This will establish a structure where each teacher will have an opportunity to lead the team.

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.

Empower Teacher Teams within and across all disciplines to enhance inter-visitation/lesson study with the focus of increasing student-to-student interaction/discussion, and student self-assessment. This will result in an increase of a 3% overall passing rate of the lower third in all subject areas by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Establish structures where each teacher will have an opportunity to lead the lesson study team, the inter-visitation, and the inter-visitation debriefing session. • Prepare a schedule in advance with teachers’ names and dates indicating when they will take the lead roles in facilitating meetings and leading team discussions. • Examine best practices to increase student-to-student interaction/discussion, and student self-assessment through lesson study and inter-visitations. • Utilize the Danielson Framework for Teaching for 1e, 3b, and 3d during the Lesson Study and Inter-visitation sessions. • Increase opportunities for self-reflection and implementation of best practices in the area of 3b and 3d. • Smart Technology Seminar • Using Testmaker Wizard Programs • Google Products in Classroom activities 	<p>All teachers</p>	<p>September 2015 through June 2016</p>	<p>Teacher teams, administration and guidance</p>
<ul style="list-style-type: none"> • Professional development on IEP annual measurable goals • Professional development on differentiating instruction for ELLs and SWDs • Grade level meetings and interdisciplinary meetings to discuss strategies to improve student learning. • Rotate between grade-level meetings to discuss the needs of particular students. 	<p>All teachers</p>	<p>September 2015 through June 2016</p>	<p>Teacher teams, administration and guidance</p>

• Invite parents/guardians into the classroom to follow their child’s schedule, twice a semester. Use feedback from parents to adjust instruction and interaction between teachers, parents and students.	All teachers	September 2015 through June 2016	Teacher teams, administration and guidance
• Teachers collaborate during meetings to gain a deeper understanding of each others’ instructional styles and goals, and find common visions to support students.	All teachers	September 2015 through June 2016	Teacher teams, administration and guidance

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 require funding for instructional technology training to more effectively use all technology available at New World High School. The training will be provided by Tequipment.											
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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016 Teacher teams within and across all disciplines will have conducted at least two inter-visitations and lesson study sessions. The impact will show an increase of at least 2% overall passing rate of the lower third.
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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

--

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

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

Part 5 – Progress Monitoring

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

--

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

--

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grades 9 to 12 Regents results NYSESLAT Marking Period results Mock Regents results Teacher and parent recommendation	Targeted support based on individual student's need through one-to-one tutoring, small group instruction during and after school.	One-to-one tutoring and small group instruction	During school hours through circular 6 assignment and after school during PM School and Saturday Academy.
Mathematics	Grades 9 to 12 Regents results NYSESLAT Marking Period results Mock Regents results Teacher and parent recommendation	Targeted support based on individual student's need through one-to-one tutoring, small group instruction during and after school.	One-to-one tutoring and small group instruction	During school hours through circular 6 assignment and after school during PM School and Saturday Academy.
Science	Grades 9 to 12 Regents results NYSESLAT Marking Period results Mock Regents results Teacher and parent recommendation	Targeted support based on individual student's need through one-to-one tutoring, small group instruction during and after school.	One-to-one tutoring and small group instruction	During school hours through circular 6 assignment and after school during PM School and Saturday Academy.

Social Studies	Grades 9 to 12 Regents results NYSESLAT Marking Period results Mock Regents results Teacher and parent recommendation	Targeted support based on individual student's need through one-to-one tutoring, small group instruction during and after school.	One-to-one tutoring and small group instruction	During school hours through circular 6 assignment and after school during PM School and Saturday Academy.
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Referral by teachers and parents	Group sessions and individual counseling by guidance counselors and/or psychological/social work services.	One-to-one or small group sessions	During lunch period or advisory

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>New World High School works with different colleges to identify student teachers to be assigned to our school. We then identify potential candidates to work in our school. We also work with Teach for America and other teaching placement providers to identify and recruit the best candidates for our school. At the same time, we work very closely with our HR director to ensure that our staffing needs fulfilled with the highest qualified candidates for our school.</p> <p>Once hired by New World High School, we create a professional development program that will support the teacher to develop and improve his/her instructional techniques beginning with a mentor with whom the teacher meets every week and gets feedback after the mentor observes him/her. The new teachers work together with all staff members and collaborate through formal and informal interaction by being a part of our different PD activities such as grade level meetings, subject level meetings, case conferences and IEP meetings. The administrators also work with the teacher to monitor and guide teacher's progress. New World also hires outside consultants to offer extra guidance as they develop in their new profession.</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>Ou professional development activities include:</p> <p>Mentoring</p> <p>Curriculum Development</p> <p>Curriculum Planning</p> <p>Looking at Student Work meetings</p> <p>Lesson Study meetings</p> <p>Intervisitations</p>

Inquiry Teams

Classroom Action Research Projects

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

At the high school level, students must take and pass regents exams as prescribed by the state. Results are obtained and teachers meet by department to analyze the results looking for specific patterns that will then dictate the adjustments to future instruction. The findings are shared with all staff members starting with a faculty meeting where the results are presented and explained. Also presented are the next steps to improve student achievement through adjusted instructional activities. Following that, we also have grade level meetings in which teachers further brainstorm and plan for specific grade level needs in a collaborative manner. For instance, the ESL teacher may suggest specific activities for the Social Studies teacher to implement in his/her classroom. Before the regents exams, the same activities are used after mid-terms, mock regents and final exams. At the end of the school year teachers make decisions about planning and developing goals for the CEP based on these findings.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible

for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	368,632.00	X	5A, 5C, 5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	28,136.00	X	5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,663,745.00	X	5A, 5C, 5D

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>165</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>12</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>9</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: _

After School Program

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

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

COURSE	TEACHER	License	DAY	TIME	ROOM	# OF STUDENTS
--------	---------	---------	-----	------	------	---------------

Tuesday and Thursday Schedule Total # of students = 166

Earth Science	Mr. B. Drexel	ES	T/TH	3:00-5:00		
427	10 Chemistry				Mr. F. Chowdhury CHEM	T/TH 3:00-
5:00	435	23			SIFE Support	Ms. M.
Mahoney	ESL	T/TH	3:00-5:00	429	15 Integrated Algebra	Ms. K.
Cappello	MATH	T/TH	3:00-			
5:00	411	18			Geometry	Ms. R.
Kramer	MATH	T/TH	3:00-5:00	409	17	US
History	Ms. A. Werbel	SS	T/TH	3:00-		
4:00	408	27	IEP/AIS		Ms. L. Schwartz	SP ED T 3:00-
4:00	405	13			Global History	Ms. D.
Tackett	ESL	T	3:00-5:00	407	25	Global
History	Ms. D. Tackett	ESL	TH	3:00-4:00	407	18

Saturday Program

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

The Title III funds for the direct instruction component will be used for per session for teachers. These funds will allow the students to receive instruction that is above and beyond the mandated ESL required minutes by attending a Saturday Program. These classes will meet every Saturday for the entire school

Part B: Direct Instruction Supplemental Program Information

year, beginning in October 2014 and continuing through June 2015 for a total of 25 sessions. There will be 3 groups of 10 to 22 students from grades 9-12 for a total of 45 students. Instruction will be delivered in English by a certified ESL and 3 Content Area teachers. The ESL teacher will push in for 1 hour into each class. ESL methodologies with scaffolding activities will be used to ensure mastery of concepts. Materials used in this program will include audio-visuals, publications, and appropriate reading level books for differentiated instruction, activities, and assignments.

Saturday Program Schedule

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

Part C: Professional Development

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

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

Begin description here: _

Rationale: To develop Common Core units of study for different English Language proficiency levels, PD will be provided as follows:

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

2/9/2015 - Understanding Common Core Shifts in

Mathematics 2/23/2015 -

Developing Strategies and Activities to Engage
Students

3/9/2015 -

Developing Questioning Techniques to Guide Students to a Deeper
Understanding

3/23/2015 -

Giving Appropriate and Effective Feedback to Ensure
Mastery

4/13/2015 -

Developing Activities that Engage Students in Communicating Concepts and Processes
in Writing

4/20

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

5/11

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

The following teachers will participate:

Ms. L. Yan, Mr. J.

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _

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

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

Facilitators for these workshops include the principal, guidance counselors, teachers, and outside agencies such as Morris Heights Health Clinic, College representatives, etc..

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

-
The tentative schedule for the workshops is as follows:

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

Part E: Budget

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

Allocation Amount: \$34632

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$34632

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 513
School Name New World High School		

B. Language Allocation Policy Team Composition

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

Principal Fausto Salazar	Assistant Principal Mithat Gashi
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Margaret Mahoney	School Counselor Erica DeJesus
Teacher/Subject Area Jeffrey Briggs/Mathematics	Parent Julieta Martinez
Teacher/Subject Area Terrence Farrell/SS	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Carron Staple	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	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	3	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	393	Total number of ELLs	243	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	243	Newcomers (ELLs receiving service 0-3 years)	206	ELL Students with Disabilities	13
SIFE	47	Developing ELLs (ELLs receiving service 4-6 years)	32	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	206	33	6	32	14	4	5	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										76	47	30	14	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										2	6	9	1	0
Urdu										1	0	0	0	0
Arabic										8	5	9	4	0
Haitian										0	0	0	0	0
French										7	4	2	1	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	2	0	1	0
Other										4	7	2	1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										44	13	2	1	0
Emerging (Low Intermediate)										14	16	12	5	0
Transitioning (High Intermediate)										9	18	20	9	0
Expanding (Advanced)										27	24	34	27	0
Commanding (Proficient)										10	20	34	35	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										1	1	12	18	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										10	14	29	17	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	181	0	107	0
Integrated Algebra/CC Algebra	239	0	163	0
Geometry/CC Algebra	101	0	61	0
Algebra 2/Trigonometry Math _____	46	0	20	0
Chemistry	4	0	4	0
Earth Science	95	0	55	0
Living Environment	126	0	49	0
Physics	3	0	3	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	172	0	63	0
Geography				
US History and Government	82	0	68	0
LOTE	25	0	25	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Upon registration, staff from New World High School (Principal, Guidance Counselors, ESL teachers) interview families to determine not only SIFE status, but also to understand the proficiency level of each student both in English and in their native language. The students are administered the New York State Identification Test for English Language Learners (NYSITELL), and when appropriate, the Spanish LAB to test student literacy level in their native language. For non-Spanish speaking students, a writing assignment and oral informal interview are administered. Based upon these interviews and exams, the student is placed in the appropriate ESL level and adjustments are made based upon teacher recommendations. Students who do well in their native language are challenged to be mainstreamed as soon as possible, and those who require extra support are offered in-class and after-school support services.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the analysis of multiple sources of data such as NYSITELL, NYSESLAT, and grades, students at New World High School are progressing appropriately in reading and writing, but not as well in listening and speaking. This affects instruction in the kind of classroom activities used on a daily basis. Activities will include reading aloud, teacher model reading, student reading aloud, student presentations with audience responses, student interviewing student, and cooperative learning activities that include active listening and speaking among different members of the group.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Every year, our school analyzes AMAO 1, AMAO 2, and AMAO 3. The percentage of students progressing along the NYSESLAT levels in the AMAO 1 data helps planning the school master schedule, deciding class offerings, allocating resources for support classes, PM school classes, Saturday academies, and summer schools. The percentage of students testing proficient on the NYSESLAT in the AMAO 2 data helps with scheduling, focusing resources on enrichment and additional college preparatory classes, and analyzing student progress. Most importantly, the Annual Yearly Progress subgroup measurement of AMAO 3 helps focus efforts on high school graduation and college preparation. The data for the three AMAO measures help allocate resources, in conjunction with the CR154 regulations.
- For each program, answer the following:

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

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

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

- * **Listening:** Students will continue cooperative learning activities in which they will listen to each other to reach a common goal. Teachers emphasize the importance of listening for direction and note taking, and through dictation, and presentations, they answer questions and learn to listen to key facts and questions.
- * **Speaking:** Presentations are used to practice public speaking, and to share findings and solutions. Students are encouraged to answer each other's questions. School assembly presentations and performances are also used as a means to practice and hone speaking abilities.
- * **Reading:** Classroom activities enable students to perform different reading exercises such as silent reading, group reading etc..and we teach students the techniques necessary to read and comprehend. Some of the methods used include underlining key words in directions, in questions, and in reading passages. Students are also directed to take notes in the margins, and to look into questions to analyze what exactly the question is asking for. Achieve 3000 is also used to analyze proficiency levels.
- * **Writing:** In every subject area, we include writing activities in homework assignments, in class, and on exams. Dependent upon the level, activities include writing short answers or writing five paragraph essays. We emphasize the importance of students reviewing their writing to check questions/instructions to ensure that the task has been accomplished. Projects include interdisciplinary activities which lead to writing products such as brochures, essays, power-point presentations, poems, etc.. We will also be using the Write to Learn program to help students improve their writing abilities through differentiated instant feedback.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[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?
At New World High School, we do not only take academic records into account when considering instructional decisions, but also ask students to write an essay in their native language, and have them interviewed in their native language by a staff member to assess individual student L1 skills. If students are well skilled in their native language, their program will reflect classes that will advance them at a faster pace toward English proficiency.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
New World High School is a school in the category of "In Good Standing" in the state; our four year graduation rate exceeded city and state expectations this past academic year, and our attendance rate continues to be over 90%. Based on these results, and the fact that we are an all ELL school, we can evidently say that the program has been successful. In terms of college readiness, we are ranked above our peer group in the program. Overall, we are ranked in the 95th percentile of all schools in the city.

Part IV: ELL Identification Process

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

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

The initial identification of students who may be ELLs is based upon results of the following steps taken: Every student and family is interviewed, and a home language identification survey is given to the families to complete. Each of the students is given an informal oral interview in English and in their native language, and the NYSITELL is administered within ten days as well as the LAB in Spanish which is given to the Spanish speaking students. Determination of proficiency level is immediately made based upon Home Language Identification Survey, interviews, NYSITELL and Spanish Lab results. For those students taking the Spanish LAB, based upon results of the exam, additional support is given in literacy. Our licensed ESL teachers, trained by the Department of Education, conduct initial screening, and administer the Home Language Identification Survey, interview, and NYSITELL test administration. Information is then provided to the guidance counselors for appropriate student placement and programming. All students are given the NYSESLAT exam as required by the State of New York in the spring term, and based upon results of the test, programming accommodations are made for individual students to ensure appropriate ESL level. Instruction is modified in all classes based upon the patterns that emerge from the results of all four components of the NYSESLAT exam. Classroom activities are designed to address the results of the four modalities. ELL students are annually evaluated by assessing the results of the NYSESLAT exam which is administered by our licensed ESL teachers: L. Montalbano, J. Soare, J. Ehrlich, M. Mahoney, D. Tackett, M. Simon, and E. Greca.

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).

To evaluate SIFE, upon admission, we interview the families and the students to find out if there were any prior gaps in formal education. Then we administer an assessment to examine the level of the student's knowledge in mathematics and language arts (native language). During the first two weeks, the ESL teachers administer the Oral Interview Questionnaire to determine if the student has had a gap of two or more years in their formal schooling. The Oral Interview Questionnaire gives a better understanding of a newcomer ELL (and potential SIFE) because many of the questions relate to literacy and language practices. In addition to this, we gather qualitative and quantitative data from the teachers during the first few weeks of the students' work that they do in class. In the process of identifying SIFE, we use the NYSED CR Part 154 Definition which states that SIFE are those Students who: Come from a home where a language other than English is spoken and enter a school in the U.S. after grade two; Upon enrollment, have had at least two years less schooling than their peers; Function at least two years below expected grade level in reading and in mathematics; and, May be pre-literate in their native language.

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).

We administer the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. Translation is provided to the parents and student during this process. The Language Proficiency Team (LPT), which includes Principal Salazar, Mr. Briggs, Math Teacher; Ms. Mahoney, ENL Teacher review evidence of the student's English language development. The team recommends the student take or not to take the NYSITELL. Upon review, principal determines if student should take or not take the NYSITELL. If the student's home language is English, the ELL Identification Process terminates at this step. Student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students.

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.

We inform parents within five days of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language. If the student is 18 years or older, the student also receives a copy of the letter. Dated and signed letters are retained in the student's cumulative folder.

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).

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.

The structures in place at New World High School that ensure that parents are aware of and understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) are: meeting with the pupil personnel secretary, Ms. Riccardi, meeting with the principal, Mr. Salazar, meeting with the bilingual Guidance Counselors (Ms. Bermudez and Ms. DeJesus), distribution of brochures/flyers describing what options are available, and an orientation workshop. The Principal, Fausto Salazar, and guidance counselors inform parents about what each program has to offer, and how they differentiate from each other. We also show a video presentation of the differences of each of the programs.

Translation services are provided to parents (staff and DOE translation services) who do not speak English. After meeting with school administration and staff, viewing the video, and reviewing the information in the brochures, parents are welcomed to ask questions related to our specific program or about any of the others that are offered.

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

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.

New World High School is designed to serve English language learners. The enrollment office sends students who come from other countries. During the registration process, parents fill out all the necessary forms, including the parent surveys and the Parent Selection form. Mr. Salazar, the Principal, meets with all parents and students during the admission process. Mr. Salazar, the principal, oversees that all letters are signed and filed on a timely fashion.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school monitors the Parent Survey and Program Selection during the admission process. Outreach is continually administered until process completion. The parents meet with the principal. This is part of the admission/registration process checklist. New World HS serves ELLs. When a new admin comes to our school, the parents accompany the student. After parents understand options and decide to select New World High School as the school of choice for their child, they fill out the parent survey and all the necessary forms for admission. A translator is provided to parents to help them understand the process, the documents, and to help them fill out the forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Notification letters are given to the students to take home. The ESL coordinator give the letters to the teachers to distribute to their students. The letters are provided in the preferred language of choice that parents selected.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents are kept in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. The ESL coordinator and the pupil personnel secretary file the documents in our record room. All teachers have access to the documents.
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.
The testing team meets in March of each year to plan for the NYSESLAT administration. The data specialist prints out from ATs in excel the names of the students that need to be tested. Mr. Gashi and Mr. Tmimi, assistant principals, meet with the ESL coordinator and all the ESL teachers to review any changes in the administration of the test. The testing team designs a plan for testing all students in all the four components by creating a spreadsheet with dates, times, locations, and practors. We have 9 certified ESL teachers in our school. A testing team determines which students are eligible for the NYSESLAT. We allocate a number of students to each ESL teachers to administer the Speaking section of the test. We assign someone other than the student's teacher to administer and simultaneously score the Speaking session. Prior to the start of each session of the NYSESLAT, we remove all books, notes, or other aids from students' reach or sight during the test. We remind students to listen carefully and follow instructions. We make sure students' names are written on all answer sheets being used. We ensure that students' names are written or recorded on all Listening/Reading/Writing session test booklets in the space provided. Finally, we keep careful records and continually monitor for absentee students, perform outreach, and attempt to get every student tested by the state mandated deadline.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement letters are given to all entitled students by the ESL Coordinator to bring home. Copies of the letters are filed in the students' permanent record folders. We send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents within two weeks of the beginning of the school year in which the student continues to be entitled. 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).
99% of the parents have requested a freestanding ESL/ENL model, which we offer at New World High School. During the last five years, only four parents have selected bilingual programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

In our freestanding ENL program, all students receive the required minutes of ESL instruction in compliance with CR Part 154 via homogeneous proficiency-level block scheduling. An example of a block: In 9th grade, students take standalone ESL/ELA for 90 minutes per day with a teacher who holds dual certification in ELA and ESL. Students take social studies with a teacher who holds dual certification in Social Studies and ESL. Four of our teachers hold dual certifications. The classes travel together throughout the day. Only on rare cases, when we need to customize a schedule, the student may be out of a block for a period or two.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ENTERING: A dual-certified ENL/ELA teacher provides 450 minutes/week instruction, and an ENL teacher teacher 90 min/wk.
EMERGING: A dual-certified ENL/ELA teacher provides 450 minutes/week instruction, and an ENL teacher teacher 90 min/wk.
TRANSITIONING: A dual-certified ENL/social studies teacher provides 225 min/wk, and an ENL teacher provides 450 min/wk.
EXPANDING: A dual-certified ENL/social studies teacher provides 225 min/wk, and an ENL teacher provides 450 min/wk.
COMMANDING: A dual-certified ENL/social studies teacher provides 225 min/wk, and an ENL teacher provides 450 min/wk.
■ Occasionally, an co-teaching model will supplement a single-certified social studies teacher.
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.

We are an English immersion school; students receive instruction in all subject areas in English, and are required to speak English in all their in-school and extra curricular activities to support their English language acquisition. Instruction in all classes is modified to support students' learning at and above the New York State standards for those disciplines, while also supporting students' mastery of English skills. All teachers are working on developing units addressing the new NYS Common Core standards. Our staff receives training in the use of ESL techniques through the Office of ELLs, and through our partner organizations such as Lehman College, Fordham University, and others. Teachers adapt lessons to make the best use of these techniques in order to make information and concepts accessible to all of our students regardless of English skills level. Content area teachers are trained in implementing ESL strategies in the delivery of instruction. In beginner and intermediate ESL classes, all teachers use more audio visuals, video clips, and scaffolding to differentiate instruction. In addition to books -to maximize opportunities for student learning- teachers use numerous web-based software programs such as PASCO, hands-on activities in science classes, Eduware (exam prep educational software), Discovery Learning for all subject areas, Brainpops for all subjects, Gizmo for math and science, Power Speak, and Boardworks for all subject areas. Also, teachers use graphic organizers, thematic unit of study, maps, charts, and word walls.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

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

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

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

d. Long term ELLs are provided with additional academic and literacy support. A committee composed of teachers, guidance counselors, and administration meets to discuss individual students and patterns among the group. Accommodations specifically based upon students' needs are made that may include an extra literacy skill building class to ensure success in both classroom and standardized assessment. Patterns that emerge from this group are then used to also modify instruction school-wide. e Our Special Education teacher co-plans and co-teaches with content area teachers. In addition to the support during the regular school day, students with IEPs are provided with additional support during the extended day program and after school where a state certified special education teacher works with them closely. The teacher is currently seeking a second certification in TESOL. The committee that includes teachers, guidance counselors, administration, and Special Education campus personnel meets regularly to review information that includes the IEP, student work, and student exams to make recommendations to ensure that students meet the requirements for successful graduation.

e. Former ELLs.

i. Instruction: Block programs are designed to satisfy CR Part 154.2 for both Expanding and Commanding students simultaneously. In reality, Commanding-level students are provided support three and more years out, not only the minimally-mandated two years.

ii. Testing Accommodations: All ELL and former-ELL students, up to 2 years after testing at the Proficient/Commanding level, receive the mandated testing accommodations such as extended time and translated editions. The testing committee prints from ATS the names of students who have tested out, and the list is analyzed to provide accommodations to students testing out of the ENL program in the last two years, as specified in CR Part 154.2. In addition, during State assessments, a spreadsheet is created to identify students who have ELL needing accommodations and a proctoring schedule is created based on that. Students are notified in advance of the accommodations, which include a 4.5 hour Regents exam-taking time. ELLs are provided with test accommodations in all tests throughout the school year.

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.

We have established protocols for reviewing the ELL status determination upon receipt of a written request from any of the following: A student's parent or guardian; a student's teacher (if the teacher's request includes written consent from the parent or guardian); a student of 18 years of age or older. The ESL coordinator completes the re-identification process within 10 school calendar days of receipt of written notice. The re-identification process consists of the following steps: 1. We receive written request to initiate the Re-identification Process. 2. ESL coordinator reviews all documents related to the initial or reentry identification process detailed above. 3. We review the student's work in English and in the home language. 4. we may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. This does not include a second administration of the NYSITELL. 5. Finally, we consult with parent or guardian. The academic progress of all continuing students, newly admitted students, and reenrolled and/or re-identified students is monitored and analyzed each academic marking period. At New World HS, appeals are avoided by having each parent work directly with the Principal during the enrollment and re-enrollment processes.

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?

All of our ELL/SWD students are placed in mainstream classes with full ESL accommodations as prescribed by the IEP and CR Part 154. Some students have the assistance of IEP Paraprofessionals and certified Special Education teachers, and all students are in a resource room run by licensed Special Education and content area teachers. Students are given the accommodations specified in their IEP and counselors monitor their progress and provide individual counseling. Teachers of these students are given information about each of the students concerning strengths, limitations, necessary accommodations, and long term plans. Common planning time is used for Special Education and content area teachers to co-plan lessons and to review student work. Based upon this information, teachers make modifications to instruction and assessment. Modifications to instruction may include special grouping, scaffolding, extra time to complete tasks, specified seating, etc. In terms of materials, teachers are required to give students access to different Reading levels of the same textbook material.

The use of Discovery Education and Brain Pop enable students to gain understanding of concepts through a more audio-visual approach. The use of Gizmos and PASCO Learning equipment enable students to understand by using a more hands-on, problem solving approach. In terms of assessment, all staff follow IEP accommodations as they pertain to school developed materials and standardized tests.

The administration, guidance counselor, and special education teacher works with the parents of students with an IEP mandating bilingual instruction on a decision to enroll in an ESL immersion program, as described in this document, or to find a school placement with bilingual special education programs.

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?

As explained in answer #8, curricular and instructional flexibility are based upon student assessment and needs. In terms of scheduling, we also offer after-school tutoring, and Regents prep classes to help students master the skills that could not be acquired during regular classes. We also provide academic support every Saturday for both group and individual tutoring sessions.

Chart

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

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

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

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



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

Chart

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

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

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

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

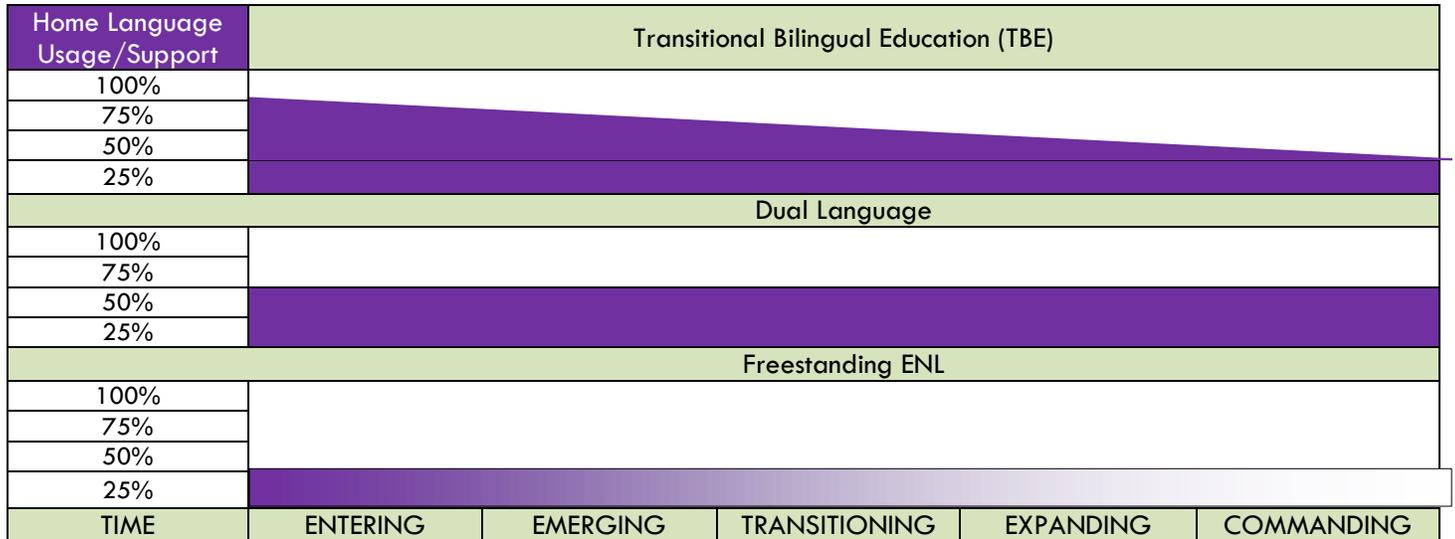


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
All instruction is delivered in English. In order to ensure success in ELA, Mathematics, and other core content areas, we provide a Regents prep class after school and on Saturdays, in-class peer tutoring, additional classes in Math, English literacy, the Sciences, and Global Studies, after-school peer tutoring, Saturday Academy, mock Regents exams, and targeted intervention. All of these are constantly being analyzed and adjustments to instruction continues to be modified to align to student needs.
Despite being an English emersion program, interventions are offered via extended use of bilingual dictionaries, translators, and dual-language teachers and support staff.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Most of our students graduate within four years and meet or exceed the State requirements. Many of our students acquire an Advanced Regents diploma and attain college credits through AP classes and/or College Now courses. Currently we have over 50 students who are in 11th and 12th grade enrolled in College Now courses. Our students' college and career preparedness index, our post secondary enrollment rate, and our college readiness rate are above the city-wide average.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to develop our existing program with a focus on long-term ELLs and SIFE students. In addition, we are implementing an on-line tutoring program to further support our struggling students.
13. What programs/services for ELLs will be discontinued and why?
None of our programs or seVICES will be discontinued.
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 afforded equal access to all school programs not only because of a highly qualified staff, but also due to the partnerships that we have established with outside organizations and institutions of higher learning. With the help of the Office of ELLs, we have been able to expand our support system to include all content areas. This support system is a combination of in-class peer tutoring, after-school peer tutoring, mock Regents exams, item analysis of these exams, and planning instruction based upon these results. After-school programs include Regents prep classes, drama, theater, computers, music, and sport activities. We encourage our students to not only succeed academically, but to broaden their abilities through extracurricular activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our teachers use several different modes and materials to support the learning of ELL students. In the classroom, charts and graphs are used to help students organize the rules of the English language. Also, photographs, pictures, internet sites, and other visual aids are employed to assist with understanding word meaning. Extra time is given for scaffolding and guided reading to ensure that students can grasp text meaning. Audio materials are used to help students to improve their listening comprehension skills. The use of supplemental texts, including dictionaries/translators, and copies of short stories are available for students to improve reading skills. Subject class teachers use downloaded movies from united streaming, incorporate the use of the LCD projector, use graphic organizers, enhance lessons with the use of Smart boards, have students involved in hands-on projects using the computer lab, use pull-down maps to display locations, and use posters of different countries, cultures, etc.. to further motivate students. Hands-on activities using PASCO materials in Science classes, Eduware software (exam prep educational software) is used by teachers to prepare effective assessment and instruction, and students use a remote controlled hand-held answering device (clicker) for in-class assessment to provide immediate feedback.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Staff members speak 11 different languages (Spanish, Arabic, French, Albanian, Urdu, Bengali, Dutch, Korean, Italian, Chinese, and German) and can provide assistance individually or in groups. We also have peer tutoring where students are grouped according to native language and additional support is given by other students who speak the same language. Our school population consists of students who speak more than twenty different languages with the main sub-groups being Spanish, Arabic, French and Albanian. During AIS, staff members work with students on a one-to-one basis. The online tutoring program is also conducted in individual native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services are provided based upon NYSITELL and NYSESLAT results. Students' block program is designed to ensure that our students follow a program appropriate for grade level that will allow them to graduate in four years with their corresponding class. We are a freestanding ESL high school and all resources are aligned and allocated to meet the requirements of CR Part 154. For those students who are older when admitted to our school, we support them with extra courses to accelerate their credit accumulation, and additonal preparation to support the literacy needs necessary to be successful on the Regents exams.
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).

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

19. What language electives are offered to ELLs?

We offer advanced placement exams in French and Spanish, as well as credit accumulating online courses.

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.)

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

Professional development at New World High School is ongoing. Teachers are provided with time to meet and (1) examine student work collaboratively; (2) conduct lesson study that is integrated with inter-visitation and debriefing; (3) in grade level teams, identify common themes across curriculum to create common projects; (4) share findings of classroom action research, et. Also, the assistant principals and teachers meet regularly to discuss lesson planning that addresses the Common Core Standards as students progress in their English language development. In addition, teachers attend workshops offered by the Office of ELLs and our partner organizations such as Lehman College and Fordham University.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff at New World High School is provided is provided professional development in SIOP. Teachers integrate a variety of SIOP strategies to help students transition to high school. In addition, the Principal and the Guidance department have prepared grade-level assemblies, in-class workshops, and an advisory program for the 9th grade to create a smooth transition to high school. Special focus is placed on parent outreach for early year Open School day and night, as well as regular Parent Association meetings.
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.

Professional development at New World High School is ongoing. Teachers (1) examine student work collaboratively; (2) conduct lesson study that is integrated with inter-visitation and debriefing; (3) in grade level teams, teachers identify common themes across curriculum to create common projects; (4) share findings of classroom action research, et. Also, the assistant principals and teachers meet regularly to discuss lesson planning that addresses the Common Core Standards as students progress in their English language development. In addition, teachers attend workshops offered by the Office of ELLs and our partner organizations such as Lehman College and Fordham University. Teacher professional development include: Literacy in the content area for ELLs, SIOP, literacy development for ELLs, professional studies teams, language acquisition techniques, helping students recognize cognates, text annotation, writing strategies for ELLs, etc.

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?

Parents attend regular workshops in the evening, parent association meetings, and they volunteer for different cultural events that take place throughout the year. When necessary, we provide translation services for parents who do not understand English.

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.

Principal and at least one bilingual guidance counselor meet with parents every month. Records of meetings are kept in our computer in the main office. The records for annual individual meetings are kept in students' cumulative folder. We use technology to keep records of outreach done by teachers, and other staff members in the school. Every parent receives a phone call for every Open School night, report card distribution, and parent meeting, with all responses entered in an Excel spreadsheet. In addition, we have different staff members who make phone calls to parents in different languages.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school is partnered with Morris Heights Health Center, Lehman College, the Bronx Institute at Lehman College, YPI, NY Cares, and Pencil. All these organizations provide different types of services to children and the parents. For example, Morris Heights Helath Center provides assistance to parents on health related matters, including health insurance and immigration services. Information to parents is provided in Spanish and English. When information is needed to be transalted in other languages, we use our resources at the school level or translation unit service at the DOE to request for assistance.

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

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

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

Based upon parent responses, we have been able to provide workshops dealing with internet safety, health awareness, proper nutrition, ESL classes, and once a year, we provide a financial aid walkthrough where parents of seniors complete financial aid forms for their child who will attend college. Translation services are available as deemed necessary and/or upon request.

D. Additional Information

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

School Name: **New World High School**

School DBN: **11X513**

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)
Fausto Salazar	Principal		1/1/01
Mithat Gashi	Assistant Principal		10/30/15
	Parent Coordinator		
Margaret Mahoney	ENL/Bilingual Teacher		10/30/15
Julieta Martinez	Parent		10/30/15
Jeffrey Briggs	Teacher/Subject Area		10/30/15
Terrence Farrell	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Erica DeJesus	School Counselor		10/30/15
Carron Staple	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11x513** School Name: **New World High School**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

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

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

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

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

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

We survey parents to determine the language preference. Based on those surveys, we have determined that language preferences for the parent community are Spanish, French, and Arabic. The information is sent in both English and the language of preference.

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.

Spanish, English, French, Arabic, Urdu, Bengali.

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, information about after-school programs, college and career access, FAFSA, workshops to parents, New York State testing dates, and other important announcements.

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.

Once a month, the principal meets with the parents. A variety of workshops designed for parents and delivered by teachers, administrators, and guidance counselors who are both bilingual.

Part C: Providing Language Assistance Services

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

Members of our staff speak the major languages that our parent communities speak. We have staff members that speak Spanish, French, Arabic, Albanian, Bengali, Urdu, Italian, Korean, etc. When it is necessary, we reach out to the Translation and Interpretation Unit or to outside vendors for assistance.

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

We first use the resources we have in-house to translate material and to provide direct interpretation during meetings, conferences with parents, and telephone communication.

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.)

All our staff is provided information at the beginning of the year and they are reminded throughout the year about the resources we have in-house about interpretation and translation as well as through the Translation and Interpretation Unit.

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

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)

We gather qualitative and quantitative data from parents through interviews and surveys.