2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M543

School Name: NEW DESIGN HIGH SCHOOL

Principal: SCOTT CONTI
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>New Design High School</th>
<th>School Number (DBN):</th>
<th>02M543</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
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<td></td>
<td>9-12</td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td></td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td></td>
<td>350 Grand Street, Room 418</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212.475.4148</td>
<td>Fax: 212.674.2128</td>
<td>Scott Conti</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Dr. Scott Conti</td>
<td>Email Address:</td>
<td><a href="mailto:sconti@schools.nyc.gov">sconti@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>John Michael Chiaravalloti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>TBA</td>
<td></td>
<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td>TBA</td>
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<tr>
<td>SLT Chairperson:</td>
<td>TBA</td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>TBA</td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>Kamali Bailey</td>
<td></td>
<td></td>
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<tr>
<td>Brian Romero</td>
<td></td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td>Eric Komoroff, Executive Director of Community of Unity</td>
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</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>02</th>
<th>Superintendent:</th>
<th>Richard Cintron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>335 Adams Street, Room 510, Brooklyn, NY 11201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:rcintro@schools.nyc.gov">rcintro@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718.935.5174</td>
<td>Fax: 917.283.2365</td>
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</tr>
</tbody>
</table>

Field Support Center (FSC)
| Affinity |  |
|----------|  |
| FSC:     |  |
|          |  |
| Executive Director: | Alexandra Anormaliza |
|          | 333 7th Avenue, New York, NY |
| Executive Director’s Office Address: |  |
|          |  |
| Executive Director’s Email Address: | Aanorma@schools.nyc.gov |
| Phone Number: | (646)470-0721 |
| Fax: | (212)356-7564 |
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Scott Conti</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>John Michael Chiaravalloti</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Elizabeth Dalmau</td>
<td>*PA/PTA President or Designated Co-President</td>
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</tr>
<tr>
<td>Michael Casiano</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Jeannette Matos-Vanini</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td>Kamali Bailey</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>Shakeem Reid</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Erica Levy</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Danilo Martinez</td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>May Rivera</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Tyneca Velez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Cinto</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Susann Matos-Vanini</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Aisha Robles</td>
<td>Member/Parent</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The school has a focus on design education and is committed to creating an environment that empowers students with the skills, tools and capacities to be successful and happy after high school.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school's community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

New Design High School (NDHS) is a 9-12 school located in the Lower East Side of Manhattan serving 430 students. The student population is 88% Black and Hispanic and 55% female. 25% of the population have Individual Educational Plans. Over 70% of students are eligible for free lunch. The average incoming ELA proficiency in English is 2.36 and Math proficiency is 2.16 placing most students below grade level in reading and math when they enter the school.

The school has set a goal of achieving plus 90% in the following areas: graduation rate, attendance, course pass rates and Regents pass rates. We call this our “360 Goal.” The school is making significant progress in these goals. The school achieved a 90% graduation rate in the 2017-2018 year for the second year in a row. The attendance rate climbed for the 4th consecutive year in a row to 86.5%. US History and English Regents are at or above 80% for our 11th grade students. The school also have above 90% course pass rates for all grade levels.

The focus moving forward is to meet all of our 360 goals. Specifically, improving course pass rates in Regents based courses and regents pass rates on the Living Environment and Global History examinations. The school is also committed to aligning instructional practices across departments and in grade level teams. The focus will be on the following areas: reading and writing instruction, group problem solving strategies, discussion frameworks and common and shared academic standards.

The school spent 2017-2018 school year continuing to improve its attendance with a focus on more support for long term absent students. Attendance has improved slightly over the last two years but more resources will be channeled toward improving attendance. The school will continue to partnering with New Visions on data tools and has created a new position, Director of Systems and Accountability, to help leverage those tools. The school also rolled out a new attendance system which includes the text message service Kinv to improve communication between families and the school about student attendance. The 2018-2019 school year will be the 1st year Kinv will be in use for the entire year.

Course pass rates above 90% are still a challenge for our Regents based courses. A number of new support initiatives will be improved on this year to improve instruction including the teaching of literacy skills across academic departments using our CCEAL writing structure, RAID reading strategy and GPS discussion structure. A new Chief Academic Officer (CAO) position has been created to help with academic support structures. The CAO responsibilities include improving the effectiveness of a number of academic support structures including Retro Rewind, Extended Semester, Early Summer School, Winter School and Spring Break school. The school will also work hard to improve its academic support systems including the Literacy Intervention Team, Math Intervention Team, Extended Semester, Retro Rewind and Office Hours.

New Design is on the verge of being an elite school in New York City serving under-served students. The school's Educational Option Admission Policy ensures the school serves a very challenging and needy population of students. The Class of 2017 and Class of 2018 graduation rate are at 90% is evidence the school is on that path. There are over 50 New York City Department Education High Schools with Educational Option Admission policies and only three achieved a graduation rate of above 90%.

The school will also be dedicating more resources to the improving feedback to teacher to improve their practice. A Chief of Instruction position has been created and will be staffed with a teacher leader in order to coordinate the professional development systems and structures at the school including the development of a peer teacher feedback system as well as supporting developing teachers in their curriculum development.

3. Describe any special student populations and what their specific needs are.
Data analysis from the end of the year suggest more efforts need to be put into improving the effectiveness of students in their Regents classes. The number of students receiving 10+ credits dramatically increased in the 2017-2018 school year but Regents Course pass rates are 10% lower than non Regents classes. 9th Grade Living Environment and 10th Grade Global Regents scores are still low. Students need a targeted approach that includes academic skill building, social and emotional development and high levels of academic mentoring. The school is addressing these grades specifically by focusing on improving the school’s Design for Life Program. The program fosters social and emotional growth in students to support their academic achievement. The program consists of a four year sequence of Design for Life classes with a focus on students receiving the academic, social and emotional supports they need at each grade level to be successful. Design for Life Initiatives also include a school-wide coaching program that ensures each student receives academic advisement and life coaching weekly from staff. Students also meet in Council Circles each week to promote peer to peer learning and foster the healthy development of emotional growth. The program will be adding a College and Career Counselor for the 9th and 10th grades as well as improve the level of collaboration among the D4L teachers and the academic content teachers who classes lead to Regents testing. Low skilled readers are in need to particular support and the school has created a Literacy Intervention Team to address their needs.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The school has created significant time for staff collaboration and professional development with grade level teams, academic departments, cross curricular teacher driven professional developments and advisory teams meeting regularly. Those structures are creating significant space for staff problem solving the challenging situations our students present.
School Demographics and Accountability Snapshot for 02M543

**School Configuration (2018-19)**
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 427
- SIG Recipient (Y/N): No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**
- # Special Classes (ELA): 8
- # SETSS (ELA): 11
- # Integrated Collaborative Teaching (ELA): 154
- # Special Classes (Math): 8
- # SETSS (Math): 5
- # Integrated Collaborative Teaching (Math): 140

**Types and Number of Special Classes (2018-19)**
- # Visual Arts: 10
- # Music: 4
- # Drama: N/A
- # Foreign Language: 10
- # CTE: N/A

**School Demographics (2017-18)**
- % Title I Population: 80.0%
- % Attendance Rate: 84.4%
- % Free Lunch: 80.0%
- % Reduced Lunch: 0.2%
- % Limited English Proficient: 5.2%
- % Students with Disabilities: 27.2%

**Racial/Ethnic Origin (2017-18)**
- % American Indian or Alaska Native: 0.2%
- % Black or African American: 36.8%
- % Hispanic or Latino: 52.9%
- % Asian or Native Hawaiian/Pacific Islander: 6.6%
- % White: 1.4%
- % Multi-Racial: 2.3%

**Years Principal Assigned to School (2018-19)**
- 15.26
- # of Assistant Principals (2016-17): 2

**% of Teachers with No Valid Teaching Certificate (2014-15)**
- 3%
- % Teaching Out of Certification: 78%

**% Teaching with Fewer Than 3 Years of Experience (2015-16)**
- 17%
- Average Teacher Absences (2014-15): 6.8

**Student Performance for Elementary and Middle Schools (2017-18)**
- 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 (2016-17)**
- ELA Performance at levels 3 & 4: 90%
- Mathematics Performance at levels 3 & 4: 88%
- Global History Performance at levels 3 & 4: 69%
- US History Performance at Levels 3 & 4: 83%
- 4 Year Graduation Rate: 91.5%
- 6 Year Graduation Rate (2011 Cohort): 80.4%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 3%

**Overall NYSED Accountability Status (2018-19)**
- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

### Elementary/Middle School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**High School**

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: YES
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: NO

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: YES
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: YES

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: YES
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: YES
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

New Design High School’s (NDHS) 4 year graduation rate for the Class of 2018 is near 90% and the 6th year graduation rate for the Class of 2019 is above 90%. As mentioned, very few Educational Option schools meet that criteria. We also had over 95% of our 11th grade students pass the ELA Common Core Regents with all students with IEPs passing. Over 85% also passed the United States History exam. Over 80% of 10th grade students passed the Common Core Algebra exam.

The priority moving forward is on increasing pass rates for the Living Environment and Global History exams as well improving attendance to above 90%. Attendance continued to be below the 90% target with only 60% of students achieving greater than 90% attendance. Course pass rates have been low especially for 10th graders with the credits being earned by students in the Lowest Third especially concerning. The College and Career (CCR) statistics for the school for Class 2018 raised significantly but work is still needed to be done with the Class of 2019. The priority will also be on improving the communication with families as well as their partnership in their teenager’s academic success.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the Instructional Team and Grade Level Teams will collaboratively develop the school’s instructional pillars in order for students’ pass rates to exceed 75% for the Common Core Regents exams, Living Environment and Global examinations for 1st time takers.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of teaching staff will attend a New Visions Summer Planning Institute to align standards to the Common Core Standards as well as New York State Regents.</td>
<td>All Teaching Staff</td>
<td>August</td>
<td>Instructional Committee</td>
</tr>
<tr>
<td>Grade Level Teams will meet four times a month to plan reading and writing strategies (CCEAL, RAID) for students with low skills including students with disabilities, ELL and overage/under-credited. Grade Level Team leaders will meet bi monthly to coordinate alignment efforts across the school.</td>
<td>All grade level teachers</td>
<td>Mondays 3:00-4:00</td>
<td>Grade Level Design for Life Teachers</td>
</tr>
<tr>
<td>Academic Departments will meet 10 times during the year to focus on content level professional development with a focus on integrating Common Core and aligning the school’s instructional as well as developing content specific Group Problem Solving Structures (GPS), CCEAL, RAID and Milestone structures.</td>
<td>Academic Dept. Staff</td>
<td>Sept - June</td>
<td>Instructional Team and Academic Department Facilitators</td>
</tr>
<tr>
<td>Instruction Team will meet once a month to plan Department Days and school-wide PD days.</td>
<td>Inst. Team</td>
<td>Once a Month</td>
<td>Instructional Team</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

A new text messaging service was rolled out in 2016-2017 school year called Kinvo. We used the app as the main way to communicate parents in order to improve communication between families and the school. Continued implementation will be monitored by the School's Attendance Team to figure how to make the app more effective this year.

### 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.

The Instructional Leadership Team will facilitate a Summer Planning Institute focused on teachers incorporating Common Core Standards and strategies into their unit plans to support low skilled students. Teaching staff will be paid per session for attendance as well as the Instructional Committee for facilitation of the institute. Grade Level Team Meetings and Academic Departments need no per session support for meetings. Per session will be supplied for...
Instructional Team Meetings. No schedule adjustments or human resources are needed or educational consultants or specific instructional resources.

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

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<th>Title III, Part A</th>
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</tbody>
</table>

### 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.

Progress will be measured by student pass rates on the January 2019 and June 2020 Regents. All major Regents (Living Environment, Earth Science, Global History, CC Algebra, US History and CC ELA) will be administered in January 2018 some as internally created practice exams, to assess progress toward goals. Academic departments will be asked to share their predicted pass rates with the Instructional Team in order to monitor progress mid-year. Second semester professional development will focus on targeting groups in danger of not passing exams. Regents Pass rates targets have been increased this year (Living Environment 75%, Global Regents 75%, Math 80%, US History 90% and ELA 90%).

#### Part 5b
Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

New York State Regents

#### Part 5c
In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

New Design High School has a youth centric positive school culture with a focus on youth development with high levels of trust among parent-teacher, parent-principal, student-teacher and teacher-teacher as evidenced on the School Survey in 2017-2018. The Quality Reviewer scored the school Well-Developed for this rating area and found it as an area of celebration. However, the school's attendance level continues to be below the school's goal of 90% with our average attendance as 85% over the last two years. The largest statistical area in need of improvement is the attendance of students struggling with low academic performance including students who have been held over a grade in their academic history. Continuing to improve the attendance systems will be a focus for the year. Efforts will be coordinated through the school's use of the New Visions Heat Map and Kinvo.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By January 31st, 2019 monthly attendance will be at 90% attendance for students as evidenced by ATS data.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Nov. - June</td>
<td>Design for Life Coordinator</td>
</tr>
<tr>
<td>All Students</td>
<td>Nov. – June</td>
<td>Attendance Coordinator, Design for Life Coordinator and Coaches</td>
</tr>
<tr>
<td>All Students</td>
<td>Sept. - June</td>
<td>AP of Organization, Social Worker, Youth Development Committee and Attendance Coordinator.</td>
</tr>
</tbody>
</table>

Students will be assigned a coach from staff for weekly meetings focused on academic advisement and attendance. All staff members will meet with their coaches at least 10 times quarterly, through the school's coaching and D4L program, to provide more individualized support and guidance to students around attendance. Attendance efforts will be measured weekly by the school's Administrative Team and Attendance Coordinator.

Attendance Heat Map will be designed in order that coaches are emailed weekly attendance updates on students.

Students with higher levels of risk for academic non-achievement will be placed on a ladder of support with more needy students being provided higher levels of support from the school's Youth Development Committee and less needy students receiving support from teaching staff. Students below 70% attendance will be case managed by the school's Attendance Coordinator.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

By the end of 1st Quarter, all information in Kinvo will be correct for 95% of families. The Attendance Squad will meet weekly to discuss and brainstorm family engagement and work on students with below 75% attendance.

### Part 4 – Budget and Resource Alignment

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

Staff coaching assignments will be part of Circular 6 duties for all staff. A Design for Life Coordinator will be given two periods off from her teaching assignments to coordinate the coaching program. The school funds a Social Worker and Attendance Coordinator that also focus the attendance support. The school's Social Worker has 5 Social Work interns.
in our Youth Development Center who provide case management to students struggling with attendance. The school will also be adding a College and Career Guidance Counselor for the 9th and 10th grade.

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

<table>
<thead>
<tr>
<th></th>
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<th>Title I SWP</th>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

The coaching program will be assessed and evaluated by the Administrative Cabinet quarterly and by the entire staff in February 2019. The program's effectiveness will also be assessed by students in February 2019. The program targets that every student is assigned a coach by the end of 1st Quarter and all coaches have held at least 10 coaching sessions with assigned students in the 1st semester. The yearly goal is for all students to receive over 20 coaching sessions by the end of the year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be assessed via data collected through the Coaching Feedback Form as well as student focus groups held in February 2019 and June 2019.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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

The school received a Well Developed on the Quality Review for Systems for Improvement 4.2 highlighting the work of professional teams. The school also received an excellent on Collaborative Teachers. Higher levels of coordination will be needed to meet the challenges of educating the school's population especially in order to increase Regents pass rates and ensure course requirements are met by students. 17-18 data has the amount of students on track with credits and passing Regents below 50% for multiple subgroups including special education, Black and Latino. A particular focus for collaborative efforts will be supporting students with the lowest skills. The school's Instructional Team will meet monthly and Grade Level Teams will meet weekly to ensure coordination focusing on strengthening formative assessment efforts of teachers so they can better track student comprehension and performance.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all teaching staff will have participated in over 70 hours of professional development through the school's Department, Professional Development Offerings and grade level team meetings PD structures as measured by agenda minutes and notes. A particular focus this year will be on formative assessment so that teachers will have a deeper understanding of the effectiveness of their pedagogy and a greater ability to influence students performance via their planning, pedagogical moves in class and increased support to students most in need.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic departments will meet for a full three hours every three weeks focusing on content specific professional development. The Academic Departments will use the new &quot;New Design Readiness Tool&quot; to map our a Hex of supports to hit targets.</td>
<td>Teaching Staff</td>
<td>Sept. - June</td>
<td>Academic Department Facilitators</td>
</tr>
<tr>
<td>Teachers will attend a weekly POD. PODs will be focused on teaching staff learning strategies to meet the needs of diverse learners. Per session will be provided for facilitators.</td>
<td>All students</td>
<td>Every Tuesday 3:00-4:00</td>
<td>Grade Level Design Leaders</td>
</tr>
<tr>
<td>Instructional Team will be responsible for articulation and dissemination of Common Core standards and strategies. Per session will be provided for facilitators and the focus will be on the school's integrating and evolving the school's Instructional Pillars. The Instructional Team will use the new &quot;New Design Readiness Tool&quot; to map our a Hex of supports</td>
<td>All students with a particular focus on students in the lowest 3rd skill level.</td>
<td>Sept. – June</td>
<td>Instructional Team</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

A app, Kinvo, will be used by the school's coaching staff to communicate to parents. The Attendance Team will oversee the use of Kinvo and all teachers will use the app to work with students. The Director of Systems will oversee communication via Kinvo. Parent will receive live data on their students' attendance, grades and updates about class work and assessments.

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.

Title 1 monies will be used to pay facilitators for meeting planning and meeting facilitation as well as monthly Instructional Team Meetings.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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. Instructional Team monthly meetings will assess professional development programming at the school each month with an eye on improving PD effectiveness. Data will be triangulated from Principal observations, teacher inter-visitations and facilitator meeting reflections in order to influence agenda for meeting to ensure professional development sessions are effective in meeting the school's goals. Each month, department day agendas will be designed in order to provide high quality PD for teaching staff. Data targets will be created and mid-point benchmarks will be used in February. Targets include 90% plus pass rates for students in their courses and increased Regents pass rates for the ELA (90%), United States History (90%), Global (75%), Algebra (75%) and Living Environment (75%).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be measured through staff surveys about the professional development structures in February 2019 as well as June 2019. The Instructional Team will review survey data as well as NYDOE School Survey data.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Number Response</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2.</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

New Design High School’s Principal and Assistant Principal are founders of the school with 15 years of experience and leadership at the school. To nurture the professional growth of teachers and staff, leadership has been distributed to multiple staff members with 3 teachers sitting on the Administrative Cabinet and teaching staff assuming leadership roles as Grade Level Team Leaders, POD Facilitators and Academic Department Chairs. The Quality Reviewer found area 3.4 to be Well Developed and an area of celebration. The QR Reviewer wrote, "School leaders consistently communicate high expectations of professionalism and instruction to the entire staff and provide training." Cited in the QR were examples such as Doctor Notes, Advance Observations, 21 Jump Street and inter-visitations as ways the school are nurturing staff. Shared leadership hopes to increase the coordinated efforts to meet school goals. Higher levels of coordination and collaboration are needed to meet the school’s "360 Goals" and by distributing leadership more staff members will be responsible for these goals. 17-18 data was lower than desired in the areas of graduation rate, course pass rates, attendance and Regents pass rates. Data has consistently increased in all four areas in the last four years but more work is to be done.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By October 2018, 25% of teaching staff will assume teacher leaders roles facilitating Grade Level Team, Department and Professional Development Offerings (POD) meetings as measured by a 10% increase to the prior school year.
Part 3a – Action Plan

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:

- Evidence-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).

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

An Instructional Team, composed of Academic Department Facilitators, will meet monthly to lead all instructional efforts at the school.

Grade Level Teams will meet weekly lead by Grade Level Team Facilitators in order to implement coherent grade level strategies to improve student academic achievement.

Professional Development Offerings (POD) will be offered by teaching staff for other teachers.

Target Group(s): Teaching Staff
Timeline: Sept. - June
Key Personnel: Administrative Cabinet and Instructional Team

Teaching Staff
Sept. - June
Grade Level Team Leaders overseen by Administrative Cabinet

POD Facilitators will be determined and overseen by the Instructional Team.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

A Parent Engagement Plan has been planned with the Superintendents Office to include more information being delivered to parents via text and emails. A more robust Student Led Conference format will be used to replace traditional parent teacher conferences. Each student at the school has been assigned a staff member as a "coach" who will be responsible for parent engagement.

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.

The school staff approved an SBO for the academic year that allows teaching staff to meet each Monday from 3:20-4:10 in Grade Level Teams. Instructional Team meetings will be supported by per session monies and teacher leaders will be paid per session for planning meetings. No other resources will be needed.

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

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</table>
**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.

Grade Level Team effectiveness is assessed weekly in Administrative Cabinet meetings as well as by the teams hitting their grade level specific targets. Grade Level Teams will also self-assess their effectiveness at the end of each marking quarter by looking at course pass rates and the quality of student performance on milestones. POD effectiveness will be assessed by teacher surveys at the end of each of the 3 rounds (November, February, June).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School staff will be surveyed on the quality of school leadership via the school’s CEP goals at the end of each marking quarter.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

New Design High School has collected all of its 17-18 on one data tool to inform decisions regarding needed improvement efforts. Data from the Quality Review, School Survey and New Visions data has informed a more robust program plan for our Community Actions (CAS). CAS efforts refer to events that are meant to enriching all New Design community members including parents, students, staff as well as community members. CAS efforts are based on low data trends. For example, students report that they would like to have a more connection to teaching staff. A series of CAS has been planned for each grade such as grade level trips and potlucks.

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

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

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 15th, 2019, 35 "Community Actions" will be facilitated by New Design staff to enrich the civic life of the New Design Community as measured by an increase in 25% in events compared to last year.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td>All Students</td>
<td>Nov. - June</td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td>All Students</td>
<td>Oct. - June</td>
</tr>
</tbody>
</table>

#### Families will receive regular academic updates from student coaches including a spring Student Led Conference.

- **All Students**
- **Timeline:** Nov. - June
- **Key Personnel:** Design for Life Coordinator

#### Community Actions events will be held monthly to enrich the academic life of the school targeting students such as poetry slams, design competitions and film nights. Actions will be organized by the school's Coordinator of Student Activities in collaboration with the school's Design Department as well as Academic Departments. Community Actions will be targeted at staff, students, families and local residents. Effectiveness will be measured by the number of participants served by each Community Action. A new position has been created, Director of Student Success, to facilitate Community Actions as well as improve the cultural academic performance culture. Students participation at the events will measure effectiveness.

- **Target Group(s):** Local Residents
- **Timeline:** Feb. - August
- **Key Personnel:** Community Action Team

#### Community Actions focused on bringing the community into the school via the arts will be organized on the school's rooftop space.

- **Target Group(s):** Local Residents
- **Timeline:** Feb. - August
- **Key Personnel:** Community Action Team

#### 3 Round of Student Led Conferences will be facilitated in November, February and April.

- **Target Group(s):** All Students and Families
- **Timeline:** Nov., Feb., April
- **Key Personnel:** Design for Life Coordinator

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- **Community of Unity** will be partnering with New Design to support the academic culture and college and career preparation of 9th and 10th graders. CoU will be the sole not profit of New Design and will be adding five full time staff members to New Design for the 2018-2019. All parents will be invited in for one on one meetings with grade level team leaders throughout the year to better understand graduation and post high school planning. Families will also be invited to attend Student Led Conferences in spring semester. All families are also connected to teaching staff via Kinvo texting program.

### 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.
Some Community Actions will be funded through outside organizations. A small percentage (Under $2,000) will be paid through the school's budget. Community Actions will be organized by school personnel such as the Design for Life Coordinator and the school's COSA.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
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<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Part 5 – Progress Monitoring

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

The Community Action Team will assess and plan Community Actions through monthly meeting scheduled on the 3rd Friday of every month beginning in October, 2016. The plan is to hold 20 Community Actions throughout the year.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Staff and student involvement will be reviewed each month to assess effectiveness in building community.

Part 5c. In February 2019, 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.

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

2018-19 CEP
**Supporting Students in Temporary Housing (STH)**


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) | 5 |

2. Please describe the services you are planning to provide to the STH population.  

Each STH student is provided with a trained social worker as a case manager beginning in late September, 2016. Each student will be assessed on an individual basis with an individual support plan created for each student.  

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). | NA |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The school’s professional development program which include a summer planning institute focused on Common Core Standards and professional development days for academic departments with a focus on integrating CC Standards for Literacy in order to ensure teachers are receiving the planning time, space and support they need to become high quality teachers. Each Academic Department is released for 10 days of teaching a year to focus on professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

Not Applicable.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>211,297.00</td>
<td>X</td>
<td>Instructional Team</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title III, Immigrant

<table>
<thead>
<tr>
<th>Federal</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,834,173</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions**: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. New Design High School, in compliance with the Section 1118 of Title 1, Part A of the Every Student Succeeds (ESSA) 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 welcomed 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Design High School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing resources to help parents work with their children to improve their achievement level including access to students grades via Pupil Path, invitation to Student Led Conferences and important academic information through data sources such the school administrated Scholastic Reading Inventory (SRI). SLCs are facilitated three times a year through the school's Design for Life program.

- 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 through Student Led Conferences.

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress through the school's coaching program where each students is assigned a mentor and received weekly mentoring. Mentors provide parents with contact information and touch base quarterly.
● providing assistance to parents in understanding City, State and Federal standards and assessments through parent meetings with Grade Level Deans throughout the year.

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand through email communication and monthly parent letters.

● 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 by inviting parents to meet with the school’s Administration Cabinet the 3rd Thursday of every month;

● 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.

● 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;

● maintain a Parent Coordinator (Michael Casiano) to serve as a liaison between the school and families. The Parent Coordinator will provide parents information 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 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 include: Pupil Path, New to New Design Parents and the College Guidance Process.

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; through parent meetings by grade level deans and invitations to attend Student Led Conferences.
• 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 Every Student Succeeds Act (ESSA);

• schedule Student Led Conferences quarterly, to share information about the school’s educational program and other initiatives of the Chancellor as they relate to students academic achievement;

• translate all critical school documents and provide interpretation during meetings and events as needed including Parent Teacher Conferences and Student Led Conferences.

Encouraging School-Level Parental Involvement

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

• holding an annual Title I Parent Curriculum Conference in September;

• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year including Student Led Conference and Community Action Events.

• 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 online on the school’s website.

• providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress as well as giving parents access to the Pupil Path.

• 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)

School-Parent Compact (SPC) Template

New Design High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds (ESSA) 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: High Quality Curriculum
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.

I. School Responsibilities: Supporting Home-School Relationships

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 October 30th 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.

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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.

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs.

II. Parent/Guardian Responsibilities

Parent/Guardians will:

● 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

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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>543</td>
</tr>
</tbody>
</table>

School Name: New Design 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Conti</td>
<td>Danilo Martinez</td>
<td>Alexa Lee</td>
<td>Danilo Martinez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL/Teacher</th>
<th>Coach</th>
<th>Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darren Chase</td>
<td>Erica Levy</td>
<td>Erica Levy</td>
<td>TBA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Co-ordinator</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Magnotta</td>
<td>Daniel Cabrera</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Cabrera</td>
<td>TBA</td>
<td>Donald Conyers</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
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</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>448</td>
<td>24</td>
<td>5.36%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
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<th>10</th>
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<th>12</th>
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<tbody>
<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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

   Last year we learned that out of four intermediate level Chinese-speaking ELLs, only two had academic proficiency in written/read Chinese. This informed instruction in content classes because glossaries and online translation were not effective for these students unless the vocabulary was spoken. Different groupings were devised to facilitate interaction between speaking/listening proficient students and writing/reading proficient students and text to speech software was used for...
We also learned that two new students from West Africa had only received academic instruction in French. Therefore, vocabulary instruction was paired with English spelling rules and French grammar translation in English class. Flexible scheduling was implemented to allow for multi-grade sections so that students with common language background could work together. New Chinese-speaking students were also scheduled into classes so they could receive intensive phonics intervention and native language support because of recent immigration.

2. What structures do you have in place to support this effort?
The ENL teacher assesses ELL students in their Design for Life classes so as not to remove them from content area periods. This information is relayed in bi-weekly grade-level and department meetings with content teachers during which time individual student intervention plans are written directly into our Hex Data Tool which also pulls data from ATS, Kinvo and Skedula.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Of the ELLs who have been with us for four years, most (80%) reach Expanding or Commanding levels at the end of their 10th or 11th grade years. Long-term ELLs and new arrivals are the exception to this rule and we are continually developing the Design for Life program to address this issue. This year long-term ELLs and ELLs identified as needing extra support in 9th and 10th grade will undergo a formal Response to Intervention program that uses the ELL Periodic Assessment and WADE Assessment to measure progress. ELLs and formal ELLs in 9th and 10th grade who have been identified for intervention are scheduled into one extra period of small-group, individualized support with the ELA staff or the reading intervention teacher (in addition to their mandated ENL minutes). We hope that this added intervention will increase first-time pass rates on ELA, global and science Regents exams. Last year we piloted this intervention in the upper grades and 11th and 12th grade NYSESLAT and ELA Regents pass rates exhibited a strong upward curve for both ELLs and ELL/IEP students. However, we are seeing a negative trend in Global History pass rates from last year so this year we have opened two sections of global prep for students who are behind in their social studies credits due to language and have scheduled all ELLs and former ELLs into Design for Life sections that provide extra global history review.

NYSESLAT scores, SRI reading assessments, Milestone pass rates and retake rates as well as anecdotal reports from student-led conferences are considered in determining academic need and progress. EDAT and RNMR data are also considered because they allow us to look at different subgroups such as length of English language study and progress in different modalities.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Support and academic structures can be increased if need is evident.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
ELL students will be given the NYSITELL tests initially (if they are newcomers) and the NYSESLAT at the end of the year as well as interim assessments. All students at New Design are also tested in the first two weeks of school to determine math and literacy levels. The math department administers a Math Qualifying Exam and the support department administers the SRI, the Scholastic Reading Inventory. They are then retested twice during the year with Scholastic Aptitude Test software to monitor progress in reading. Additionally, each department administers a quarterly Milestone Exam, our school's unique, assessment alternative that provides vital data on content knowledge and academic skills and charts improvement over time via Common Core Standards. Students cannot progress until explicit learning standards are reviewed and achieved. If a student doesn't pass a Milestone assessment with at least a B, he or she must spend time in small groups reviewing and come to teachers' weekly "office hours" outside of class until they pass the assessment. The ENL teacher administers this test with the social studies and English departments, gaining valuable information from students' scores on the modality categories. These assessments are not only for the teachers' information, but are also a teaching tool, as students review their performance on the rubric four times a year, giving them measurable feedback over time and saving their work in their Online Portfolio. This year we added the 9th Grade Baseline Assessment in Writing which is administered September and January. The results of this assessment inform the groups for RTI rotation.
Our new tool, the Hex Planner, charts student progress in six categories and pulls data automatically from ATS and Skedula. During September our 9th grade small-group intervention program facilitators are being trained to interpret data from the Hex planner, Skedula and SESIS in order to track and document interventions school-wide. Next year this intervention protocol will be expanded to 10th grade global and 11th grade ELA. SESIS and the EDAT tool supplement our Hex Planner which measures current grades, skills assessments and previous academic history and is available to every teacher. Additionally, all teachers are shared on a support department "Testing Modifications, IEP and ELL Instructional Strategies Spreadsheet" that has individualized plans for each student in the school, including current grades, effective instructional approaches, Regents and credit accumulation information and home outreach information. The EDAT data is relayed to teachers via email in a biographical paragraph describing each student at the beginning of the year. This information is also discussed in grade-level and department-level meetings as well as in the ENL after-school professional development pod. All teachers are required to update each student's data fields in the program, so that numerical data are combined with informal observations and anecdotal reports in Skedula. This information allows us to see how students are performing across content areas and adjust intervention strategies and school support as necessary.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS).
RLAT and RNMR data show an increase in proficiency from Speaking/Listening proficiency to Reading and Writing in 9th 10th and 11th grades. This may be due to increased Common Core argumentative writing support and new co-teaching arrangements which added increased support in the form of a rotating pull-out system from integrated English Language Arts classes. However, reading comprehension in 11th and 12th grades was not increased as in previous years and we have a number of students in 12th grade who are receiving extra intervention in writing because their scores on social studies Regents exams lag behind ELA, math and science.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Teaching staff and support review data in Grade Level Team and departmental meetings throughout the year.

Part IV: ELL Programming

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.

   9th grade students are grouped into an ELL cohort, which is combined with a smaller mainstream ELA class, allowing for implementation of the "integrated model." This class meets for twice as many periods as a mainstream ELA class in order to accommodate ELL scheduling needs and one Response to Intervention period. This arrangement allows for maximum units of instruction (540 minutes for Entering level students and 360 minutes for Emerging students) to be delivered in "stand alone" pull-out groups as well as an "integrated ENL" class environment for Transitioning and Expanding students. Because this class meets twice daily, four times a week, (allowing for small group pull-out rotations and extra ELA support), students receive four English credits instead of two for this class. This creates flexibility in ELL students’ overall credit accumulation progress, facilitating flexible scheduling throughout their high school career based on their progress and re-leveling.

   9th graders also attend an additional Design for Life class, which supports goal-setting, college and career planning and academic coaching. In the event that a student is an Entering Level newcomer, the Design for Life class provides an opportunity to schedule extra intervention hours. If there are several newcomers as in previous years, a new
section is opened during this class and students attend a Freestanding ENL class instead of Design for Life in addition to their "integrated model" ENL/ELA class.

9th , 10th , 11th and 12th grade Commanding Level Former-ELLS are also scheduled into parallel-schedule Design for Life classes so they can receive their mandated 90 minutes of language support. Sometimes these groupings are multi-grade because of scheduling restrictions. This arrangement allows the ELL staff to support Commanding level students and former-ELLS across the curricula without pulling them from their content classes. This also ensures that the ENL and Reading Intervention staff have consistent access to students during the same blocks each week.

10th graders are scheduled into co-taught ELA classes that meet at the same time as Design for Life sections so that the ELL teacher can offer ELA support in the form of "integrated ELA class" heterogeneous groupings of non-ELLS and ELLs. This year we are able to offer a "freestanding ENL class" to our Transitional level 10th and 11th graders because of this scheduling. These students attend a co-taught ELA class and three 75-minute blocks of ELL support during Design for Life class with the ENL staff. They receive credit for English language enrichment activities through their Design for Life class. (This year we have an unusual number of Transitioning ELLs in 10th grade due to recent immigration histories so we have increased minutes of instruction.)

11th graders are heterogeneously grouped into a co-taught ELA class and supported with pull-out/push-in in that class as well as their Design for Life class, allowing for the full 180 minutes of Expanding level support. (All but one of our 11th graders are Expanding this year.)

12th graders attend a separate ENL class three days a week in addition to their ELA class if below the Commanding Level. This year all but one 12th grader scored Commanding on the 2017 NYSESLAT or passed the ELA Regents in the same semester. Push-in and pull-out occurs in this ENL/ELA grouping because although the students are Commanding, they are behind in their Global Regents exam pass rates, so they are integrated with lower grade ELLs who are also receiving support on the same content.

b. TBE program. If applicable.
NA

c. DL program. If applicable.
NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Using both integrated ELA/ENL co-taught classes, stand alone ENL classes, Design for Life class and pull-out/push in support, all students are afforded their instructional minutes and many receive more support through small group intervention with the literacy coach, reading intervention teacher and student teachers. Entering students (we have none this year) receive 540 minutes of instruction, broken down into one unit of Stand-Alone ENL, one unit of Integrated ENL and one unit of Stand-Alone or Integrated instruction. Emerging students receive their 90 minutes of Stand-Alone ENL support through carefully scheduled pull-out from Design for Life class and their remaining 270 minutes of instruction through Integrated, co-taught ELA class with a pull-out rotation once a week. Transitioning students receive 180 minutes of instruction through co-taught Integrated ENL class, with the possibility of pull-out rotation depending on skill level. Expanding students receive their one unit of study in ENL/ELA class with pull-out from Design for Life class possible if intervention is needed. Commanding students receive their 90 minutes of instruction during Design for Life and coaching periods, where they can work on content from ELA or other areas.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? We use the Chinese Reading Test and Spanish Lab as interim assessments. The Spanish for Native Speakers program supports Spanish speakers developmentally in their L1 skills.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

We have no SIFE students this year. If we do, they are usually scheduled into a small group rotation (stand-alone model) where they can complete a skills system such as Just Words, MySciLearn (a computer program) or Wilson Reading Program. Newcomers are assigned a faculty point person and mentor as academic coach. They are put in the ELL cohort in their grade and given extra time in a separate section if necessary. Additionally, newcomers receive extra minutes through pull-out from Design for Life class. Developing students are scheduled heterogeneously into all classes but first priority is given to their schedules so that optimal co-teacher and ELL support is available. For instance, science classes with ELLs and special ed students are arranged first to coordinate service providers and allow for mirrored content when available. Long-term ELLs receive both ELL intervention and reading support with the literacy coach. They have "Personal Education Plans" which reflect differentiated instruction and materials needed and which are shared with all their teachers. Former ELLs meet in small pull-out groups scheduled in AM Forum advisory and Design for Life class.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development? ELL-SWDs are taught with attention to multiple intelligences and processing ability. If there is an overlap of language and processing issues, individual educational plans are used to differentiate instruction, at times employing station work, extension activities, visual learning, different modes of response. Testing modifications and learning modifications (use of computer to record etc) are observed. Response to Intervention approach is used for SWD-ELLs as well as Just Words, an ELL-approved program created by Wilson Reading. Readings for SWD-ELLs are assigned via lexile band and book clubs include native language literature.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment? Our self-contained students attend both 12-1 classes and integrated advisory class, Design for Life, art and gym. Design For Life and Skills Section classes are flexibly grouped and scheduled. Changes are made throughout the year to best accommodate students and reflect declassification when appropriate. Students with Integrated Co-teaching mandated in their IEPs are placed in the least restrictive environment with maximum support. If they have SETSS support mandated, they receive both ELL support and SETSS support. Changes to IEPs are made during the IEP meeting and triennial meetings, always with the aim of placing students in the least restrictive setting.

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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Next year we will expand Student Led Conferences to all grades. This conference is an opportunity to students to coordinate and present a snapshot of their learning to a faculty panel and provides added oral modality practice for ELLs. Also, Kinsella’s Vocabulary Toolkit program with be expanded to the 9th and 10th grades and delivered through the Design for Life Program. Words learned are captured in student-directed videos and sent out to parents and students via email for practice and repetition. Co-teaching will be expanded for 11th grade English classes because we have a larger cohort of ELLs who are rising Juniors. This also increases our integrated model offerings as per CR Part 154.

10. If you had a bilingual program, what was the reason you closed it?
One section of Design for Life will be discontinued so that the ELL staff is free to support former ELLs in math and science. Former ELLs now require ENL support for 90 minutes so ELL staff is needed to coordinate support in different content areas. Additionally, an internal needs assessment found that the Science Department was under-supported in ENL strategies and Special Education strategies, so ELL staff will integrate with math classes and join the math department’s faculty meetings and department no-teaching days.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our "Office Hours" model has been very successful. Every teacher has two after-school days available from 3-4:00 for small group study and one-on-one review. Students are invited to Office Hours with "Blue Slips" that describe the need for extra support or intervention. Extra credit is given in some classes for attendance. Many ELLs elect to come regularly for extra help outside school. We offer after-school programs in music, dance, cooking and photography. We have partnered with Urban Arts and have successfully placed several ELLs in after school programs that enrich their English through group activities. Right now, opportunities for Chinese and Spanish bilingual programs exist with Urban Arts and we are applying for grants to expand the program offerings to support other languages. Additionally, students may attend Saturday school offerings before SAT exams and Regents examinations. These extra prep classes are taught by NDHS co-teaching staff so they teachers are familiar with ENL methodologies and strategies. This year we have two senior ELLs and six former-ELLs enrolled in 12th grade AP English.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our science department, history department and English department use memrise.com for vocabulary capture and review, lingro.com for translation and rewordify.com for modifying texts. The librarian obtains translated versions of all standard novels. Googledocs is our school-wide system and teacher dashboard is used in conjunction with student work on googledocs. New Visions has created several programs for our internal processes, including the Student Portfolio site, the
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

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

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

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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

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

New ELLs attend orientation in the spring the year before entry and then again the week before school. Michael Cassiano, Director of Student Success, Danilo Martinez, Assistant Principal and Darren Chase, ELL Teacher all participate. Newly enrolled ELLs have access to manga versions of class novels, online summaries and native language translations. They are carefully scheduled into advisory periods (AM Forum) so they have a supportive atmosphere which lowers their affective filters, better enabling language acquisition. Whenever possible, coaching is available in their native language. Spanish is available on-site and Chinese counseling has been arranged in the past.

17. What language electives are offered to ELLs?

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

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

NA

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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Darren Chase leads professional development for ELL staff at the school and recommends workshops for teachers, both ELL certified and content subject certified. Math and Science teachers attended the STEM/ELL conference and will attend Krashen's Language Acquisition Workshop. All teachers receive the full 15% of their CR Part 80 mandated professional development through our weekly after-school workshops which take place Tuesdays, Wednesdays and Thursdays from 3:20-4:20. Every teacher rotates through a quarter-long ELL seminar as well as the payroll secretary and assistant principals. This year we are beginning to turnkey the SNLACG standards in an "ELL and the Common Core" workshop. Additionally, every department has one non-teaching day a month, on a Monday or Friday, during which faculty members meet to align curricula. The ELL staff meets with the English department to align Native Language skills and Common Core Standards as well as SINLA strategies to support the needs of SIFE students. The science department has been very involved with turnkeying new technologies for ELLs they learned at the UFT STEM conference such as google doc translate, google speak and rewordify. All Living Environment content and Earth Science classes are now translated into Spanish and Chinese. Darren Chase attends professional development. He attended the CR Part 154 workshop as well as Dr. Kinsella's Academic Toolkit PD, the Literacy Institute sponsored by the ELL Think Tank at NYU and the Wilson Steps 5-10 Training through New Visions during the summer. Teachers meet once a week in "learning pods." Every teacher must spend time in an ELL strategies pod. We are implementing the SNLACG standards in an "ELL and the Common Core" workshop via the resources provided by the OELL in regards to Native Language skills and Common Core standards.

2. 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.

Our sister school, New Design Middle School assists with transitioning from middle school. The school guidance counselor is supported by the Design for Life teacher, a certified in ESL and English, who creates individualized plans for ELLs regarding credit accumulation and scheduling. Attendance in ELL "learning pods" and outside PD is recorded in google docs. Each internal professional development pod lasts for one quarter, so it is well over the 15% total hours for all teachers. Agendas and attendance are stored on a google drive. The ENL teachers spend their monthly professional development day (a non-teaching gym day) in literacy enrichment and meeting in grade-level teams and content area teams.

Parental Involvement

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

Outside of normal Parent Teacher Conferences and our three Orientation Days, and our quarterly Coaching Program Student-Led Conferences, we provide one additional meeting with students and their families during the first quarter. During this meeting, the ELL teacher facilitates a discussion of the student’s progress and challenges and reviews the student's ELL services. The student’s digital portfolio is discussed and digital copies of Milestone assessments in each core subject are
reviewed. Additionally, progress to graduation and credits earned as well as Regents progress and NYSESLAT improvement are discussed in the parents' preferred language. Parents receive information about helping their students with translated novels, vocabulary blogs and how to log into online at-home support like MySciLearn, memrise.com and Off2Class.com. ELL parents are contacted early so that Home Language Surveys, Parent Program Choice, and other ELL matters can be organized early in the year, as per CR 154 regulations. Ongoing communication with parents is coordinated through the support department, headed by Jordan Bancroft. Paula Tran is responsible for arranging interpreted meetings and phone conversations with parents. Darren Chase is responsible for all ongoing entitlement letters, placement letters and Re-identification and Non-entitlement letters if applicable and necessary.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Daniel Cabrera, the parent coordinator who meets with parents during PTA meetings and leads focus groups to get parental recommendations about school improvement. Ninth grade orientation occurs in June, over the summer and the week immediately before the start of school. Coaching conferences supplement parent interaction beyond the normal Parent Teacher Conference dates and PTA meetings, giving parents more scheduling flexibility. Every teacher must communicate by phone to students on the "hot list" an attendance and academic intervention email system that distributes names and numbers to teachers for easier outreach. The individual content teachers use Skedula's Translator to send progress reports with comments. All report card and progress reports are translated from the STARS system and teachers of ELLs are supported in learning how to translate their comments using online programs before pasting them into the reports.

Additional Information
Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Scott Conti, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITEELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITEELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** New Design High School  
**School DBN:** 02M543

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Conti</td>
<td>Principal</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Danilo Martinez</td>
<td>Assistant Principal</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Jessica Magnotta</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Darren Chase</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>TBA</td>
<td>Parent</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Erica Levy, Design for Life</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Paula Tran</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Alexa Lee</td>
<td>Coach</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>TBA</td>
<td>Coach</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Daniel Cabrera</td>
<td>School Counselor</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>Donald Conyers</td>
<td>Superintendent</td>
<td></td>
<td>09/01/2017</td>
</tr>
<tr>
<td>TBA</td>
<td>Field Support Center Staff Member Ana Vasquez</td>
<td></td>
<td>09/01/2017</td>
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<tr>
<td>TBA</td>
<td>Other TBA</td>
<td></td>
<td>09/01/2017</td>
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<td>TBA</td>
<td>Other TBA</td>
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<tr>
<td>TBA</td>
<td>Other TBA</td>
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<td>09/01/2017</td>
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</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darren</td>
<td>Chase</td>
<td>ELL Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>NA</td>
</tr>
<tr>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
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<tr>
<td>French African</td>
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<tr>
<td>Haitian Creole</td>
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<tr>
<td>French</td>
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<tr>
<td>Ukrainian</td>
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</tbody>
</table>

Most parents prefer written communications in Spanish and simplified Chinese. Two of our 10th graders' parents initially preferred to read Haitian Creole, but now prefer French. One 12th grader's parent speaks Ukrainian but reads Russian. A Ukrainian translator is used for verbal IEP meetings, but written communication is in Russian. More than five low-incidence West African languages are represented in our student body, but English and French are used for verbal and written communication.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>NA</td>
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<tr>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
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<td>French</td>
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<tr>
<td>Ukrainian</td>
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</tbody>
</table>

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School calendar and dates.</td>
<td>August, October, January</td>
<td>We use translated materials from the NYCDOE</td>
</tr>
<tr>
<td>Services Provided</td>
<td>Dates</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Home language survey, language access survey, ELL program brochure and parent selection form, entitlement letter and update letter. Continuation letter Discontinuation of services letters</td>
<td>July 7, July 7</td>
<td>DOE translations, Translation and Interpretation Unit used for in-person parent conferences in July, August and September</td>
</tr>
<tr>
<td></td>
<td>August 10, Sept 8</td>
<td>DOE translations. Calls to follow up through Interpretation Service</td>
</tr>
<tr>
<td></td>
<td>Sept 11</td>
<td>DOE translations, in-person meetings with interpreter</td>
</tr>
<tr>
<td></td>
<td>Sept 11</td>
<td>DOE translations</td>
</tr>
<tr>
<td></td>
<td>Sept 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 11</td>
<td></td>
</tr>
<tr>
<td>Student information booklets opt-out military recruitment form, free condom program opt-out form, school club information scholarship and internship program information summer reading lists and individual teacher letters</td>
<td>Sept. 8</td>
<td>DOE translations of forms when available. When not, google doc translation is used for Chinese and French and proofread for readability by Chinese-speaking paraprofessional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Translations of novels provided in Chinese, Korean, French, Spanish.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming 9th graders meet with the administration during the Spring semester before their initial entry and also during summer orientation.</td>
<td>May, July/August, September</td>
<td>We have Chinese and Spanish-speaking interpreters at the meetings with parents.</td>
</tr>
<tr>
<td>During that time the ELL teacher meets with parents to confirm program choices and explain bilingual options.</td>
<td>September</td>
<td>We have interpreters at the meetings with parents.</td>
</tr>
<tr>
<td>All students participate in Student Led Conferences for giving another opportunity for parent involvement. ELL students have early priority to schedule their conferences so that we can meet with parents before the initial 10-day deadline and then again before the 45-day deadline for changes</td>
<td>October, January and March</td>
<td>Interpreters are provided for student-led conferences when available. Translation and Interpretation unit used when not available.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Staff members have been assigned to individual students families with limited-English-proficient families. Those staff members are orally fluent in the language of the families.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Chancellors Regulation A-663 is shared with all staff at the September professional development meetings orally and in writing. All new employees learn how to use translation software and over-the-phone interpretation in September professional development.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We make sure both the Department of Education survey and our internal questionnaire are responded to by sending emails through our automated computer systems (Skedula and Kinvio) and phone system. We also send information home with students whenever possible through our AM Forum advisory program. Our coaching program is creating bridges between the school and parents because a faculty point person is responsible for relaying communications from content teachers, streamlining communication and ensuring that parents receive automated texts, robo-calls and email updates in their own languages. Links to parent surveys are sent via email in the preferred language.